

DOORWAYS

Doorways Prevention Program

Training and Evaluation Assessment

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Executive Summary

There is significant statistical data demonstrating a need for sexual violence and intimate partner violence (IPV) prevention efforts to begin in childhood and adolescence.^{1,2} Further, dating violence is associated with higher levels of depression, suicidal thoughts, and poorer educational outcomes.³ There are documented disparities in access to resources, education, information, and support, based on systemic discrimination and inequality specifically related to race, ethnicity, national origin, sexual orientation, gender, and ability.⁴

Doorways' Prevention Program (DPP) is designed to shift attitudes, behaviors, and social norms to change the conditions that directly contribute to and perpetuate relationship violence in all forms. Program offerings include workshops, community activities like trivia and film viewings, and campaigns to promote healthy relationships and non-violent communication. The educational programming focuses on using an anti-oppression lens to help young people further develop protective factors, understand body autonomy, and live a life free of violence. The curriculum is like others currently in use at the state and federal levels.⁵

As part of this capstone, I was tasked with evaluating a pilot curriculum, observing the teaching methods, and collecting and analyzing data from participants. To accomplish this, I compared the existing curriculum to current state and federal standards for prevention programs. I, next, participated (virtually) in training sessions to witness audience and group responses. Finally, I developed 12 unique Qualtrics surveys to collect respondent data.

My program evaluation of the DPP pilot found that it does an effective job at identifying the groups most in need, developing a curriculum that conforms to published standards, and delivering instruction in a way that is engaging. Overall, participants and partner organizations reported overwhelmingly positive feedback for the program and facilitators. I heard from young individuals who shared they felt better about their own relationships and parents/teachers who felt more prepared to teach young people about healthy relationships. For the most part, session participants would recommend the Doorways programs to their peers. Based on survey

¹ "Preventing Intimate Partner Violence," Centers for Disease Control. Accessed September 30, 2021, <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/fastfact.html>

² "Preventing Sexual Violence," Centers for Disease Control. Accessed September 30, 2021, <https://www.cdc.gov/violenceprevention/sexualviolence/fastfact.html>

³ Banyard, Victoria L, and Charlotte Cross. "Consequences of Teen Dating Violence." *Violence Against Women* 14 9 (2008): 998–1013. <https://doi.org/10.1177/1077801208322058>

⁴ "Domestic Violence and the LGBTQ Community," National Coalition Against Domestic Violence. (2018). Accessed September 30, 2021, <https://ncadv.org/blog/posts/domestic-violence-and-the-lgbtq-community>

⁵ Thornton, Timothy N., and National Center for Injury Prevention Control . Division of Violence Prevention. *Best Practices of Youth Violence Prevention :a Sourcebook for Community Action*. June 2002 Rev. Atlanta, Ga.: Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

data, it's clear that students can recall the key concepts taught and they are finding value in the curriculum.

There are two important limitations to this data that should be noted. First, on a few surveys, the response rate was extremely low (less than five respondents). Secondly, by and large, the attendees were white (not one of the intended target audiences). For these reasons, we must be careful about drawing broad conclusions.

Background of the Program

Doorways began in 1978 when a group of concerned community members saw there was no safe place in Arlington, Virginia for families in crisis. The group has recently added a pilot violence prevention program to help address some of the afore-mentioned violence, which is often a root cause of later family crises.⁶ Doorways prevention programming intentionally seeks to work with and for youth (12-24), adults in parental or educator roles, and community leaders from underserved populations throughout Arlington County with a specific focus on marginalized communities including:

- African American communities
- Immigrant and refugee communities
- LGBTQ+ communities

I looked primarily at how the DPP was being implemented, how the different groups were responding and whether audiences were able to remember key concepts from training sessions.

Evaluation Goals & Questions

My goal was to conduct a programmatic evaluation of the DPP pilot to help the facilitator expand it into a sustainable and effective long term training tool and demonstrate to community partners and funders, the importance of this type of training. The evaluation used quantitative data to analyze the performance of the program.

The evaluation examined three important areas:

- **Gain of knowledge.** What are the participants of the DPP learning? Are participants learning what the facilitator is trying to teach them? Are they able to recall that information after the class?
- **Participant Satisfaction.** Do attendees appreciate what they are being taught? Do they see the value, and would they recommend the classes to others?

⁶ Winstok, Zeev. *Partner Violence A New Paradigm for Understanding Conflict Escalation*. 1st ed. (New York, NY: Springer New York : Imprint: Springer, 2013)

- **Key Demographics.** The DPP was envisioned to target groups that are generally underrepresented and underserved. Are they hitting those groups to the best of their abilities?

Key Findings

Overall, participants of the DPP are gaining relationship skills and insight from the training sessions and find them useful enough to recommend to others:

Gain of Knowledge

- **Attendees increased their knowledge about healthy relationships.** During each training session participants are taught how to recognize the signs of healthy relationships. They are then asked to recall at least one sign of a healthy relationship. **The positive responses from each survey range from 73% to 100% which indicates that attendees are learning important information regarding healthy relationships:**
 - Feeling Safe in a Relationship (sample size: 27): 100%
 - Setting Boundaries (sample size: 129): 95%
 - Communicating Respectfully (sample size: 13): 92%
 - Managing Emotions (sample size: 2): 100%
 - Doorways Prevention Program Parent/Teacher (sample size: 22): 73%
- **Attendees increased their knowledge about unhealthy relationships.** During each training session participants are taught how to recognize the signs of unhealthy relationships. They are then asked to recall at least one sign of an unhealthy relationship. **The positive responses from each survey range from 68% to 100% which indicates that they are learning important information regarding unhealthy relationships:**
 - Feeling Safe in a Relationship (sample size: 27): 96%
 - Setting Boundaries (sample size: 129): 95%
 - Communicating Respectfully (sample size: 13): 85%
 - Managing Emotions (sample size: 2): 100%
 - You + Me + We (sample size: 2): 100%
 - Doorways Prevention Program Parent/Teacher (sample size: 22): 68%
- **Attendees understood the key takeaways from each training session.** After each session, participants are asked about whether they understood the primary topic of focus for that training. **Across five separate training sessions, the positive responses range from 79.5% to 100%.** The average across all sessions is 86.5%. This means most people in the classes are taking away useful information:
 - Feeling Safe in a Relationship (sample size: 27): 81%
 - Setting Boundaries (sample size: 129): 80%
 - Communicating Respectfully (sample size: 13): 92%
 - Managing Emotions (sample size: 2): 100%

- Doorways Prevention Program Parent/Teacher (sample size: 22): 79.5%

Participant Satisfaction

- **Attendees would recommend the training to others.** After each training session, participants are asked about whether they would recommend the session to their peers (either other youth or parents/educators/community partners). **Across five separate training sessions, the positive responses range from 69% to 100%.** The average across all sessions is 81.8%. This means most attendees *would* recommend the courses to other people.
 - Feeling Safe in a Relationship (sample size: 27): 81%
 - Setting Boundaries (sample size: 129): 79%
 - Communicating Respectfully (sample size: 13): 69%
 - Managing Emotions (sample size: 2): 100%
 - Doorways Prevention Program Parent/Teacher (sample size: 22): 78%
- **Partners are impressed with Doorways curriculum, presentation, and the facilitator.** During the Partner Survey, attendees commented on how well the sessions were carried out and how easy it was to schedule with the facilitator, Scotney Young.

Targeting of Key Demographic

- **Doorways is reaching one target audience.** Over the course of five training sessions, 105 of the participants were female, compared to 54 that were male. This is a good step toward reaching their other target demographics: **LGBTQ+, non-White, and Immigrants.**
- **Doorways is hitting its target (age) audience.** Over the course of all sessions, most attendees are under the age of 18.

Recommendations

Based on my key findings, I have made recommendations for the DPP and future research:

- **Identify venues and points of contact that are directly tied to the underserved communities Doorways is trying to target.** The program has done a good job at targeting female attendees but it's lacking in other areas. Although the programs target audience is African American, Immigrant and refugee, and LGBTQ+ communities, most participants (between 60% and 70%) are White non-LGTBQ+ individuals.
- **As COVID restrictions recede, convert virtual training and feedback sessions to and/or increase in-person sessions.** Doorways has done a great job at utilizing available virtual avenues for training. However, people respond differently in-person than when virtual; by incorporating both mediums, Doorways can collect a wider, and possibly more accurate, set of data.
- **Increase the content and frequency of Doorways presentations.** Based upon collected feedback, students and partners appreciate the Doorways curricula and style of delivery.

Doorways should capitalize on that goodwill by delivering more training and updating content but also by consolidating some training materials to eliminate redundancies and maintain alignment to state and national standards.

- **Implement an incentive program for survey takers.** One of the things that historically increases survey participation is the offer of an incentive (financial or otherwise). If respondents are offered something of the sort, perhaps it would increase collected data. A larger pool of data lends more validity to the results.
- **Implement a pre-test.** Currently, Doorways session attendees are only assessed at the end of a training session. It is possible students have learned but it is also possible they already knew the material when they arrived. By implementing a short pre-test, the program facilitators can better determine if knowledge has changed before and after the training is provided.
- **Build more focused surveys.** The data collected during the pilot phase has been informative but to explore topics in greater depth, Doorways should develop more detailed (question heavy) survey instruments. While it may not be appropriate for all audiences, Doorways should identify a subset of attendees who have the motivation and commitment to complete a detailed assessment.
- **Implement a longitudinal assessment program.** It would be interesting (and useful) to gauge: how well attendees retain Doorways material *over the long term* and if what they learned made a difference in their personal relationships. This would also be consistent with best practices in program evaluation.
- **Accurately and precisely record attendees.** Currently, attendance at events is generally recorded but not precise. This makes later follow up and evaluation of their learning very difficult. By collecting precise records, the program can better evaluate its efficacy.

Program Overview

Doorways began in 1978 when a group of concerned community members saw there was no safe place in Arlington for families in crisis. What began then with one shelter and one response has grown into a series of pathways individually tailored for adults, youth, and children seeking safety and shelter. From immediate crisis intervention to counseling, housing, and employment support, the organization offers real options and multiple pathways for people of all ages and genders—women, men, youth, and LGBTQIA+ people.⁷ Doorways seeks to address the cycles of abuse, homelessness, and poverty in a proactive and nimble way, meeting clients where they are and offering them support that enables long-term stability.

The Doorways prevention strategy uses education and capacity building models that are culturally responsive, trauma-informed, interactive to support communities in developing a culture that promotes healthy relationships, non-violent communication, and body autonomy.

⁷ “Doorways: About-us,” Doorways. Accessed September 30, 2021, <https://www.doorwaysva.org/about-us/>

Doorways prevention efforts focus first on providing primary prevention education at the individual level with the long-term goal of creating community-led programming at the relational and community levels, as per CDC guidelines.⁸

Educational programming is based on the Virginia’s Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence published by the Virginia Sexual & Domestic Violence Action Alliance.⁹

[Doorways Prevention Program Overview](#)

Doorways’ Prevention Program (DPP) is designed to shift attitudes, behaviors, and social norms to change the conditions that directly contribute to and perpetuate violence. Program offerings include workshops, community activities like trivia and film viewings, and campaigns to promote healthy relationships and non-violent communication. Educational programming focuses on using an anti-oppression lens to help young people further develop protective factors, understand body autonomy, and live a life free of violence. Doorways relies on its connections to local organizations (schools and trade groups) to identify clients who may need its services.

Primary prevention consists of activities and efforts to change social norms and conditions so sexual and intimate partner violence is less likely to happen. It is designed to shift attitudes, behaviors, and norms that support and perpetuate the root causes of violence by promoting healthy behavior and communities.¹⁰

[Methodology](#)

[Quantitative Methodology](#)

As part of the quantitative data collection methodology, I developed twelve unique online Qualtrics surveys.¹¹ Each survey tool was specific to a training session and audience and each group of survey respondents was completely unique. There was no duplication amongst respondents.

The seven surveys highlighted below were administered to participants; the remaining five have not been administered because we have not yet held the relevant training sessions yet.

⁸ “The Social-Ecological Model: A Framework for Prevention,” Centers for Disease Control. Accessed April 7, 2022, <https://www.cdc.gov/violenceprevention/about/social-ecologicalmodel.html>

⁹ “Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence,” Virginia Sexual and Domestic Violence Action Alliance. Accessed September 30, 2021, https://www.communitysolutionsva.org/files/Prevention_Guidelines_20092.pdf

¹⁰ “Prevention Program,” Doorways. Accessed September 30, 2021, <https://www.doorwaysva.org/our-work/securing-safety/prevention-program/>

¹¹ At the time of this deliverable, only seven surveys have been administered

Ten of the surveys were designed to directly tie to a particular focus area of the curriculum and offered to students and other young people.

- Each survey consisted of eight questions designed to elicit responses that are directly and uniquely tied to my three examination areas
- Doorways provided lists of attendees from every training session, and I sent the survey tool to ALL attendees via direct e-mail; anonymous links; and QR codes scanned by the attendees themselves
- The main topic of each individual survey tool was:
 - **Feeling safe and respected in a relationship**
 - Feeling confident about making decisions in a relationship
 - **Setting boundaries for emotional and physical safety**
 - Respecting others' boundaries
 - Understanding consent
 - **Communicating respectfully in a relationship**
 - Understanding power in a relationship
 - **Managing emotions**
 - Analyzing relationships in the media
 - **You + Me = We (self-love, consent, and gender)**

Two surveys were designed to gauge the knowledge of parents/caregivers who had taken DPP courses on how to counsel young people in relationships:

- Each survey consisted of 11 questions designed to elicit responses
- The main target of each individual survey tool was:
 - **Doorways Prevention Program Parent/Teacher Survey**
 - **Doorways Prevention Program Partner Survey**

Qualitative Methodology

Due to the sensitive nature of the presentation topics (sex, gender identities) and the age of participants (< 18 years), a decision was made to forgo interview or group discussions and concentrate on anonymous survey instruments. COVID related restrictions also made on demand virtual data collection a better alternative to interviews.

Limitations

There are significant limitations worth reviewing as the program continues to evolve.

Reliability of respondent data

- **One possible limitation is the regional focus of the initiatives.** To date, Doorways Primary Prevention Program has been limited to the Northern Virginia area. While the high numbers of respondents and finely tuned questions contributes to the overall

validity of the study, we cannot assume the results would be similar (reliable) in other parts of the country. In more rural and less urban areas, there are likely several new factors that would influence how attendees would respond to the trainings and survey.

- **There is a tradeoff between length and thoroughness.** We purposefully designed the survey instruments to be short (roughly 10 questions) to keep the audience, who are younger, engaged long enough to finish. However, the decision to use less questions means we can't drill down into specific areas.

Validity of respondent data

- **One critical limitation is the timing of the study, specifically, that the trainings and assessments occurred during COVID.** Most training, and the feedback sessions, occurred virtually due to the inability to gather safely in person. Scholastic studies have shown that how students are presented with material can materially impact their retention; if these attendees had been taught in person it could considerably change the results.¹² Furthermore, data was *only* collected via internet survey also due to COVID restrictions. Had in person interviews or group feedback sessions been available the surveys might have shown different outcomes.
- **Initially, the survey response was very low (small sample sizes).** This is probably a combination of many factors. First, the subject matter is sensitive, as it deals with dating violence and sexual topics. Second, the audiences were (generally) very young people who may or may not have had the mental commitment to respond to the survey completely. Finally, some of the original survey questions might have been confusing for young audiences. This reflects the fact that some respondents answered in completely contradictory ways from one question to the next.
- **Doorways is unable to clearly determine the percentage of attendees who respond to the feedback surveys.** To mitigate privacy concerns, there is no official attendance taken nor the requirement to provide actual names during training sessions. A quick headcount is done for basic recordkeeping. Unfortunately, this means we cannot be precisely sure of how many of the attendees are taking the survey, which means we cannot be precisely sure that the responses provided reflect most attendees.

Target mismatch

- **Doorways is not hitting its *target* audiences.** Over the course of 2021 and 2022, the total number of Doorways participants, by a wide margin, were White (76) compared to Latino/Hispanics (32); Black/African American (24); Asian (21); Middle Eastern (8); and

¹² Caton, Julia B., et al. "Student Engagement in the Online Classroom: Comparing Preclinical Medical Student Question-asking Behaviors in a Videoconference Versus In-person Learning Environment." *FASEB bioAdvances*, vol. 3, no. 2, John Wiley & Sons, Inc, 2021, pp. 110–17, <https://doi.org/10.1096/fba.2020-00089>.

American Indian (2). The original goal of the Primary Prevention Program was to focus on underserved communities and the data, currently, does not reflect that.

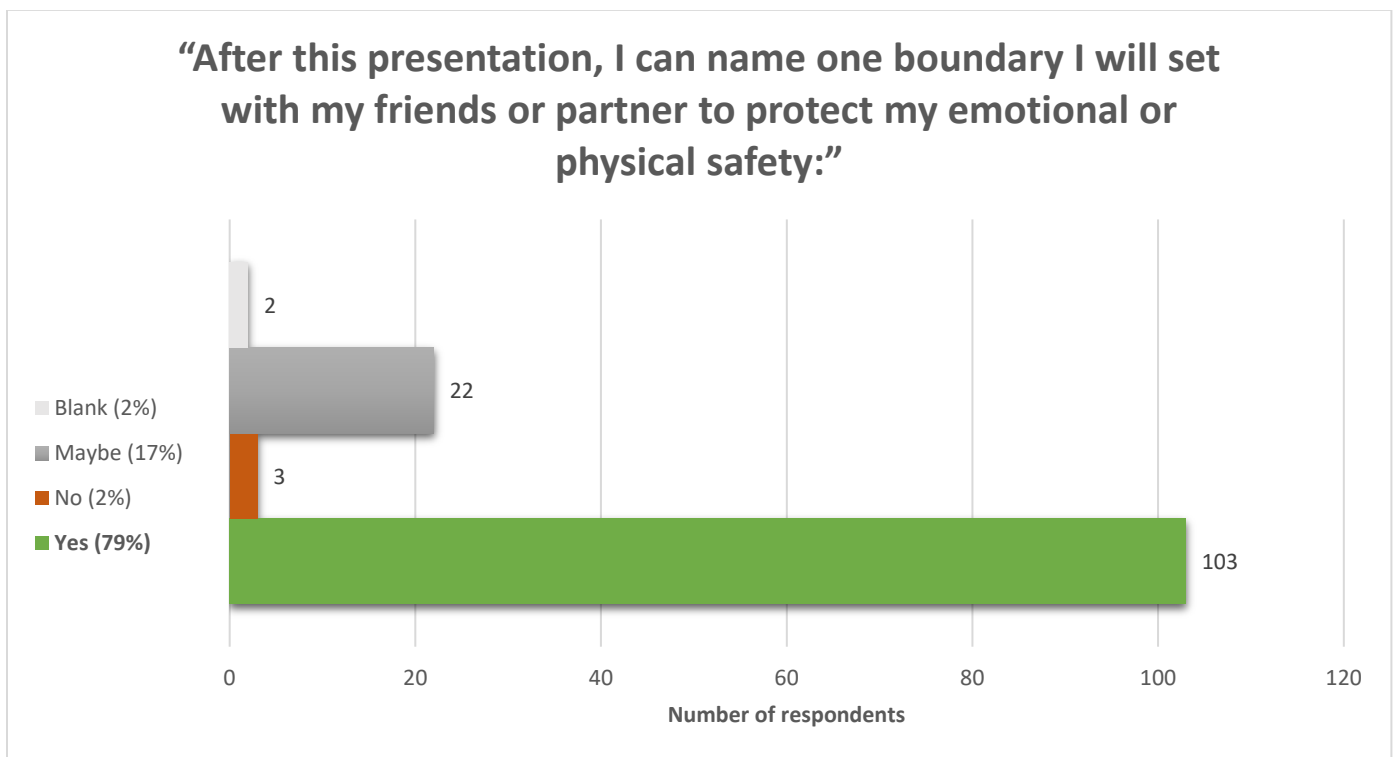
Curriculum Overload

- **Doorways employs too many individual presentation documents.** There are presently 10 unique student training sessions offered by Doorways. Each session has its own training material and delivery method. Because of this, some of material has fallen out of line with State and Federal standards related to primary prevention.

Key Findings

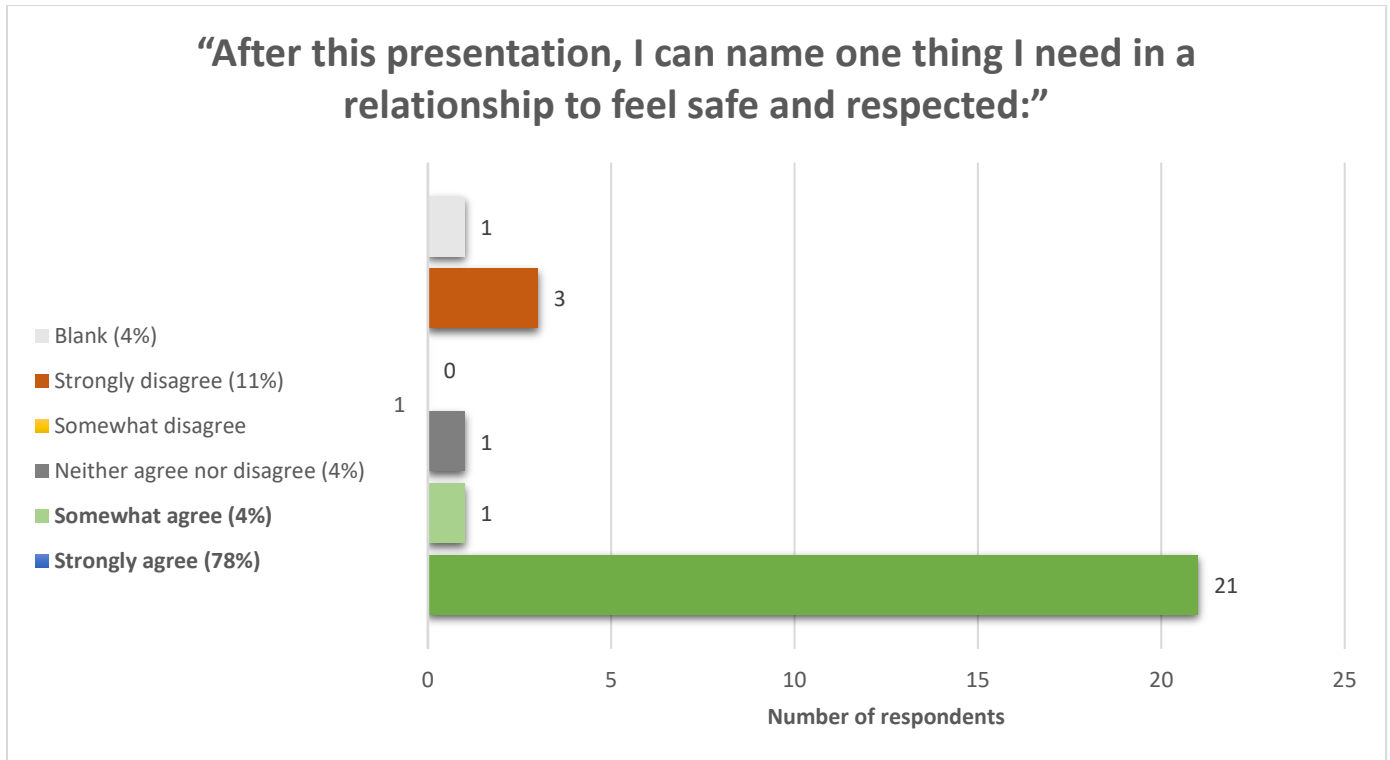
Evaluation Criteria 1: Gain of Knowledge

Chart 1: From the Setting Boundaries Feedback Survey



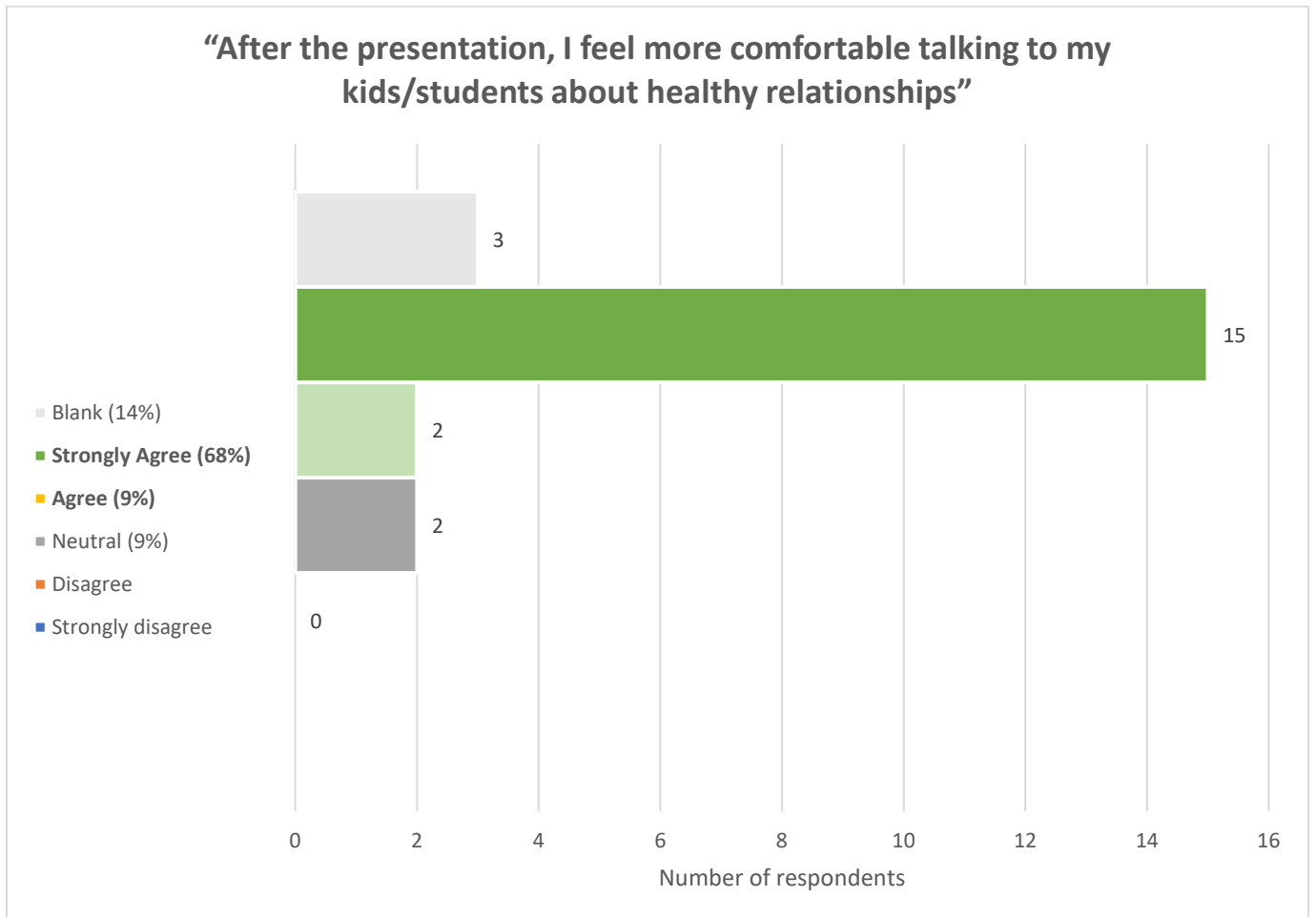
The key point of this training was teaching youth how to set boundaries in relationships. **Chart 1 above indicates that most of the attendees learned this lesson!**

Chart 2: From the Feeling Safe in a Relationship Feedback Survey



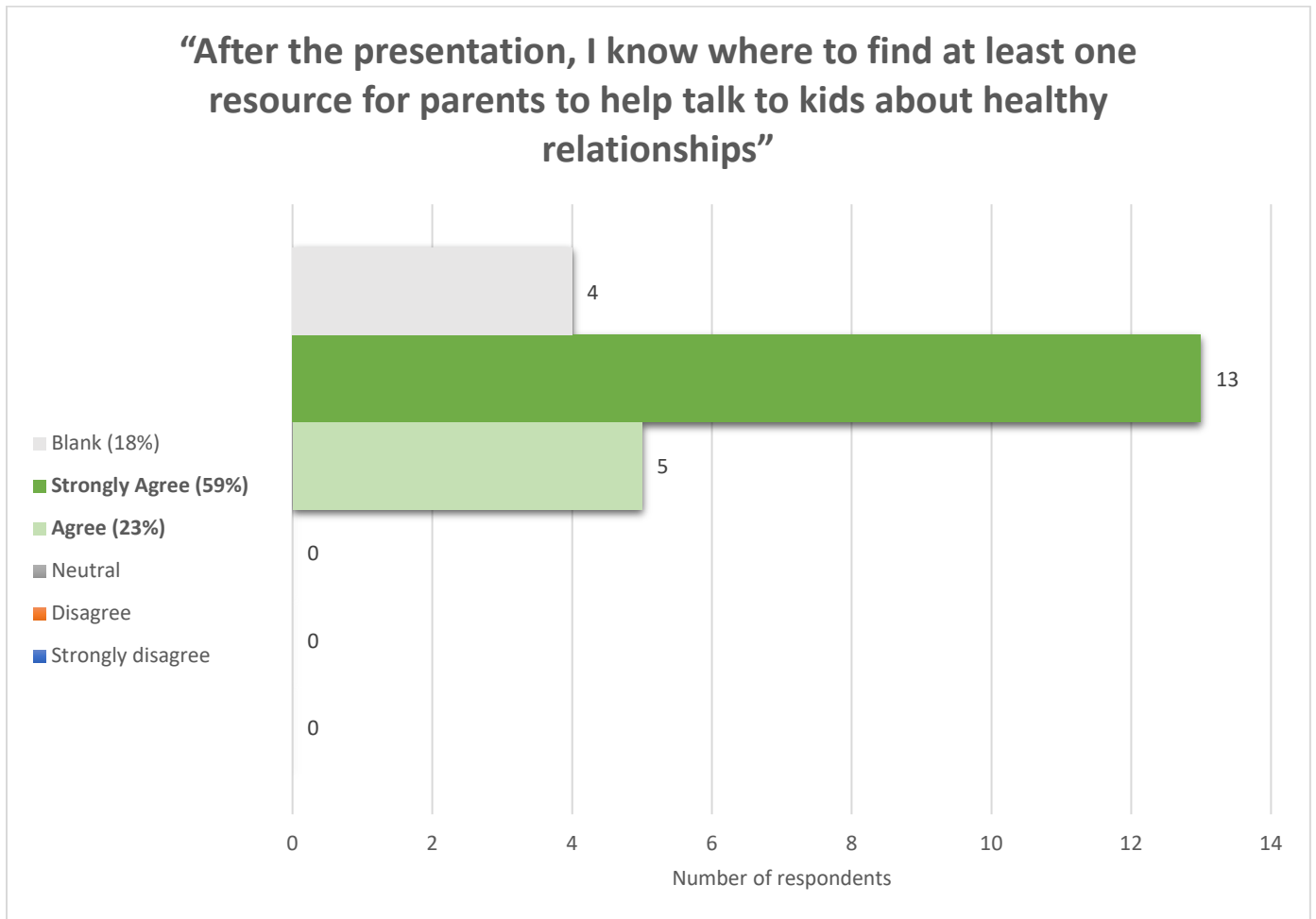
The key point of this training was teaching youth how to feel safe and respected in relationships. **Chart 2 above indicates that most of the respondents learned that lesson!**

Chart 3: From the Doorways Prevention Program Parent/Teacher Feedback Survey



The key point of this training was to make parents and teachers more comfortable having conversations about relationships with their students or children. **Chart 3 above indicates most parents/teachers benefited from the workshop!**

Chart 4: From the Doorways Prevention Program Parent/Teacher Feedback Survey



The key point of this training was helping parents and teachers find the resources they need to have conversations about relationships. **Chart 4 above indicates most parents/teachers are now capable of identifying resources!**

Evaluation Criteria 2: Participant Satisfaction

Participants are impressed with the trainings and would recommend them to others!!

Chart 5: From the Setting Boundaries Feedback Survey

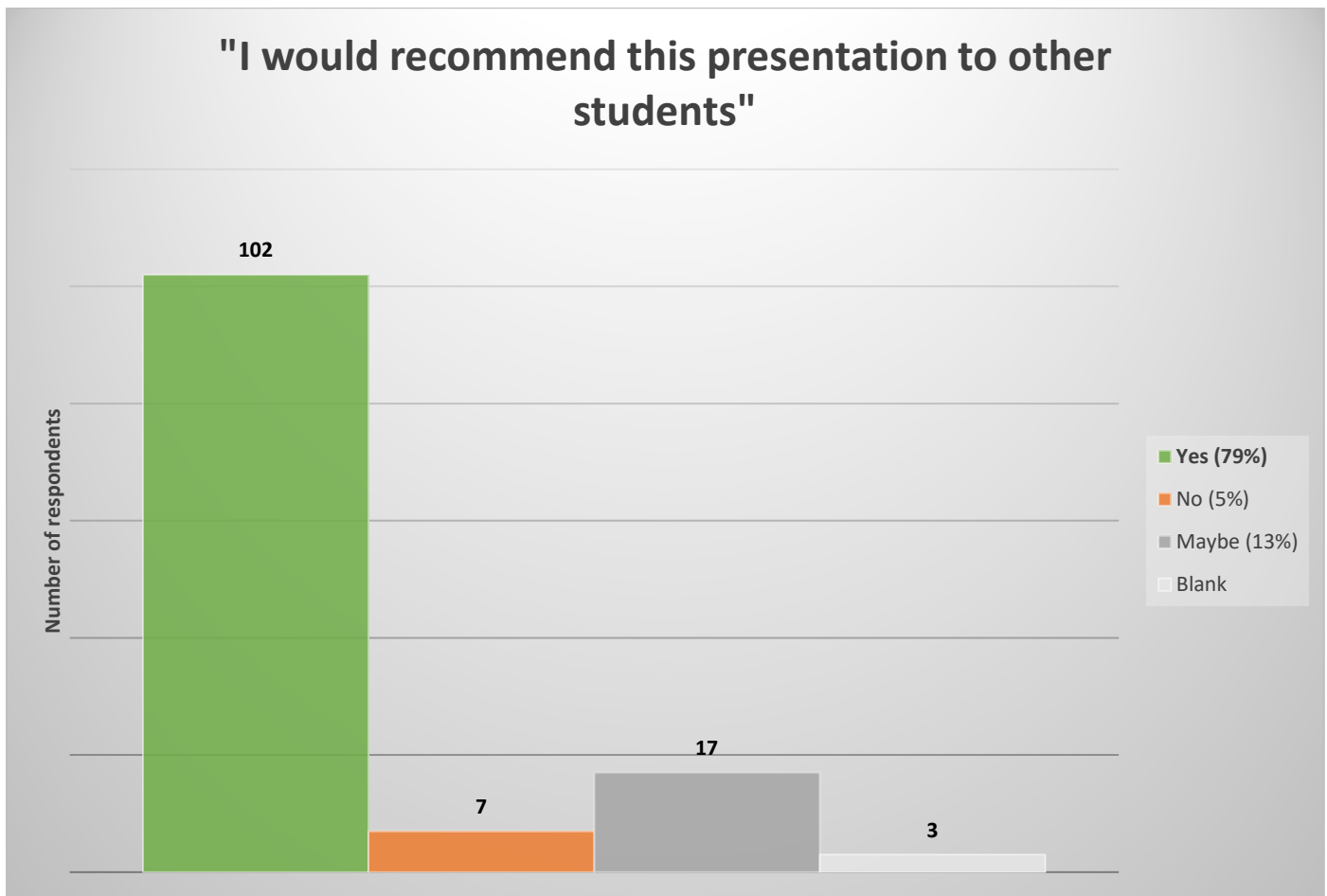


Chart 5 above indicates that 79% of student attendees would recommend the training to other students!¹³

¹³ From Boundaries presentation

Chart 6: From the Communicating Respectfully Feedback Survey

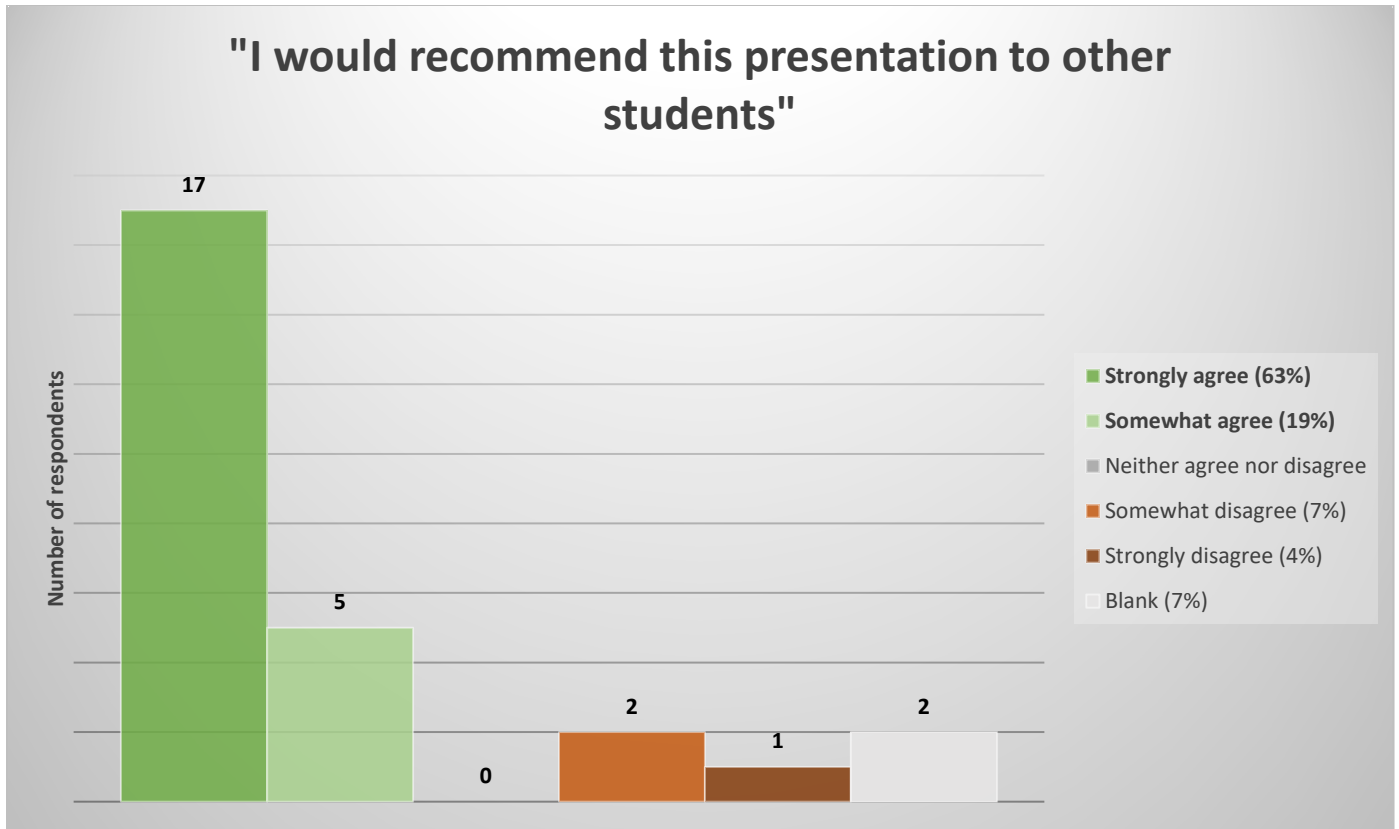


Chart 6 above indicates that 82% of student attendees strongly (63%) or somewhat agreed (19%) with the statement that they would recommend the presentation to other students! ¹⁴

¹⁴ From Feeling Safe presentation

Chart 7: From the Doorways Prevention Program Parent/Teacher Feedback Survey

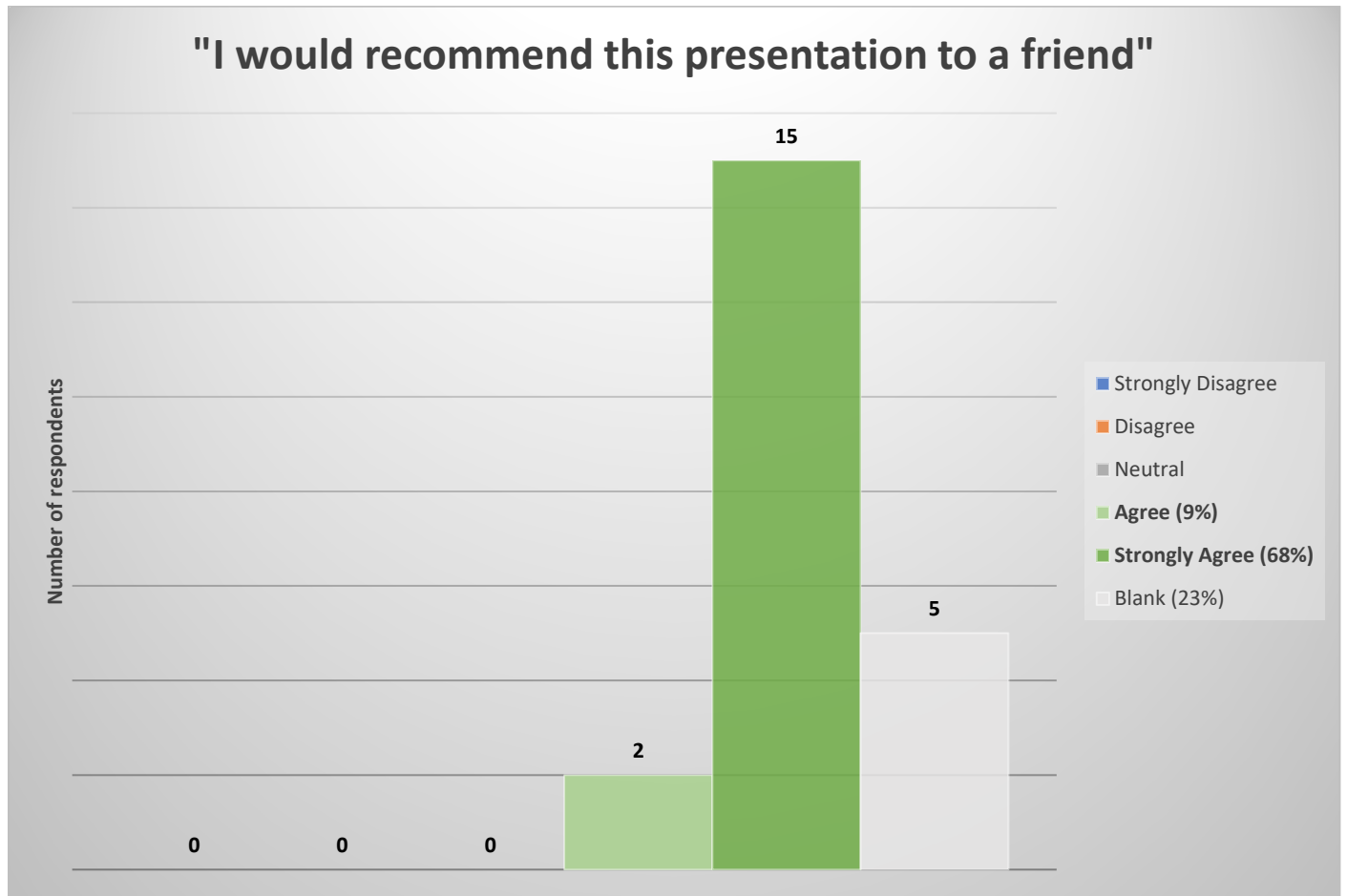


Chart 7 above indicates that 75% of parent/teacher attendees strongly (68%) or somewhat agreed (9%) with the statement that they would recommend the presentation to a friend! ¹⁵

¹⁵ From Parent/teacher survey

Chart 8: From the Doorways Prevention Program Partner Survey

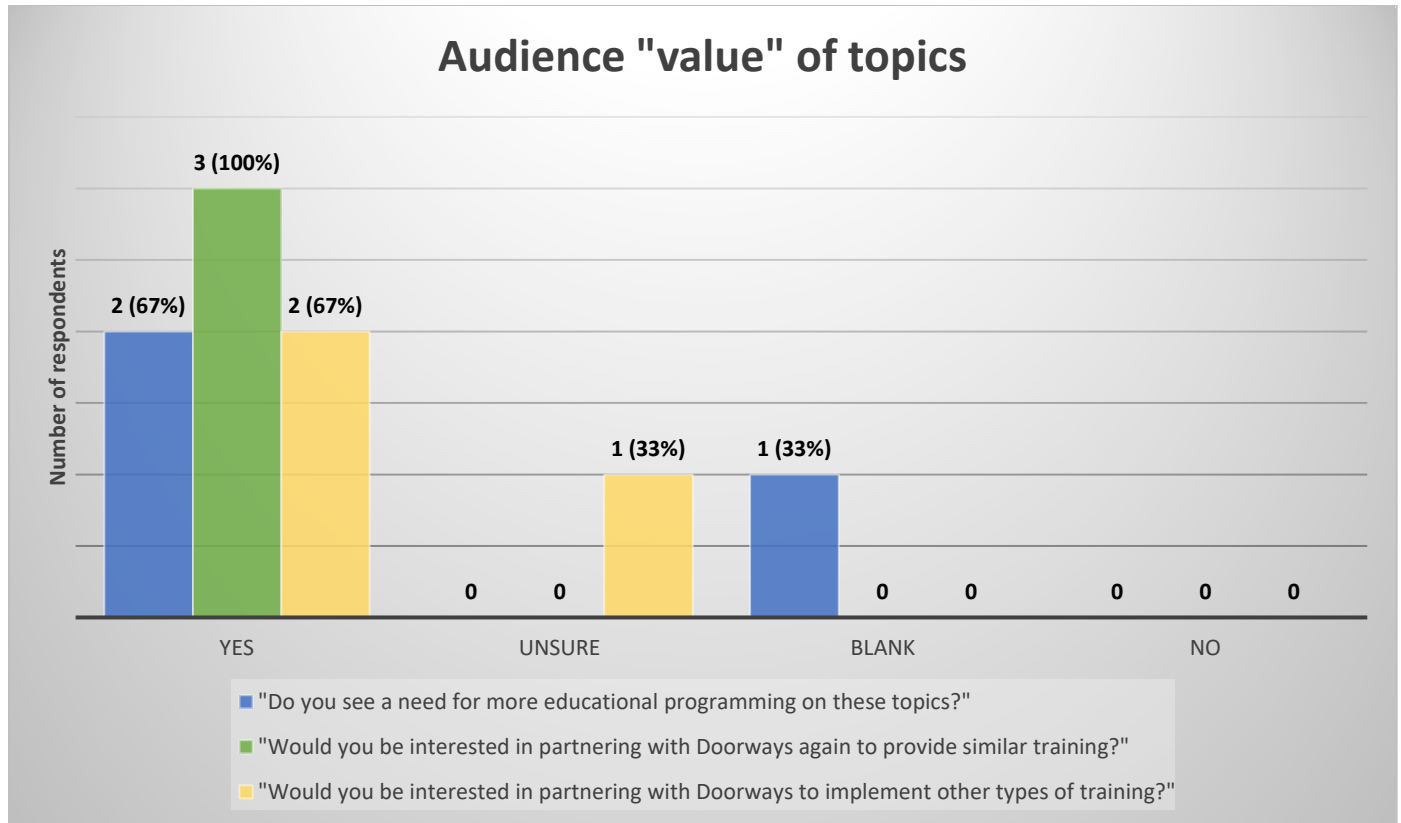


Chart 8 above indicates that most partners value the presentation topics and would like more presentations on similar (or the same) subjects.

We also obtained very positive qualitative information via survey data when respondents were given the opportunity to provide open-ended comments:

“Scotney was great to work with because she was easy to communicate with. She was well prepared and organized and helped move the presentation along at a good pace.”¹⁶

“We did a virtual presentation, and I liked that the presenter (Scotney) had some different mediums to show - videos, slinko? answering questions on whiteboard,

¹⁶ From Partner survey

using chat. It was a nice way to get our teens to interact when they are usually quiet.”¹⁷

Evaluation Criteria 3: Key Demographics

Chart 9: Race/Ethnicity over training sessions

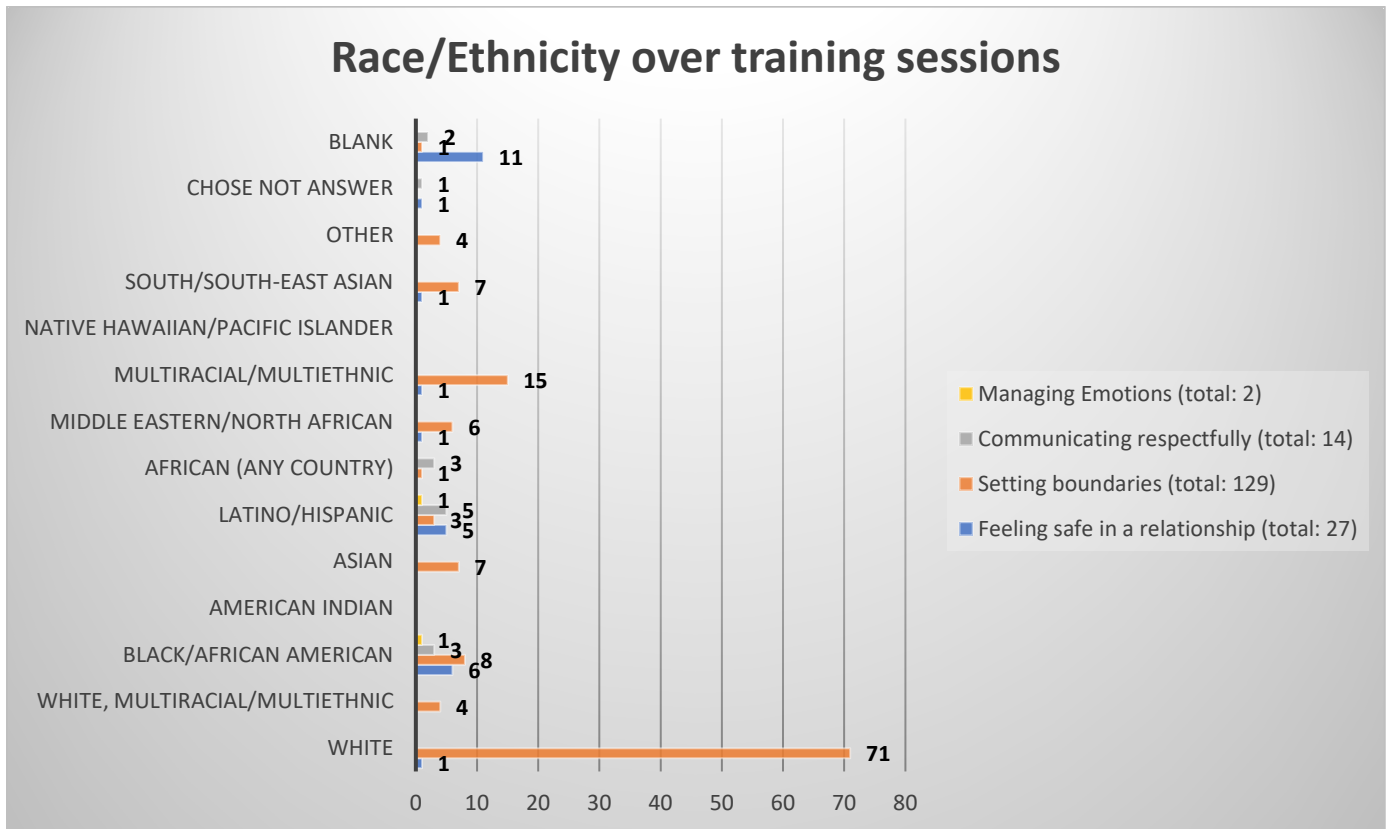


Chart 9 above indicates that the majority (ethnicity) of student participants identify as White. There is still more work to be done in reaching more of the target demographic.

Chart 10: LGBTQ+ status over training sessions

¹⁷ From Partner survey

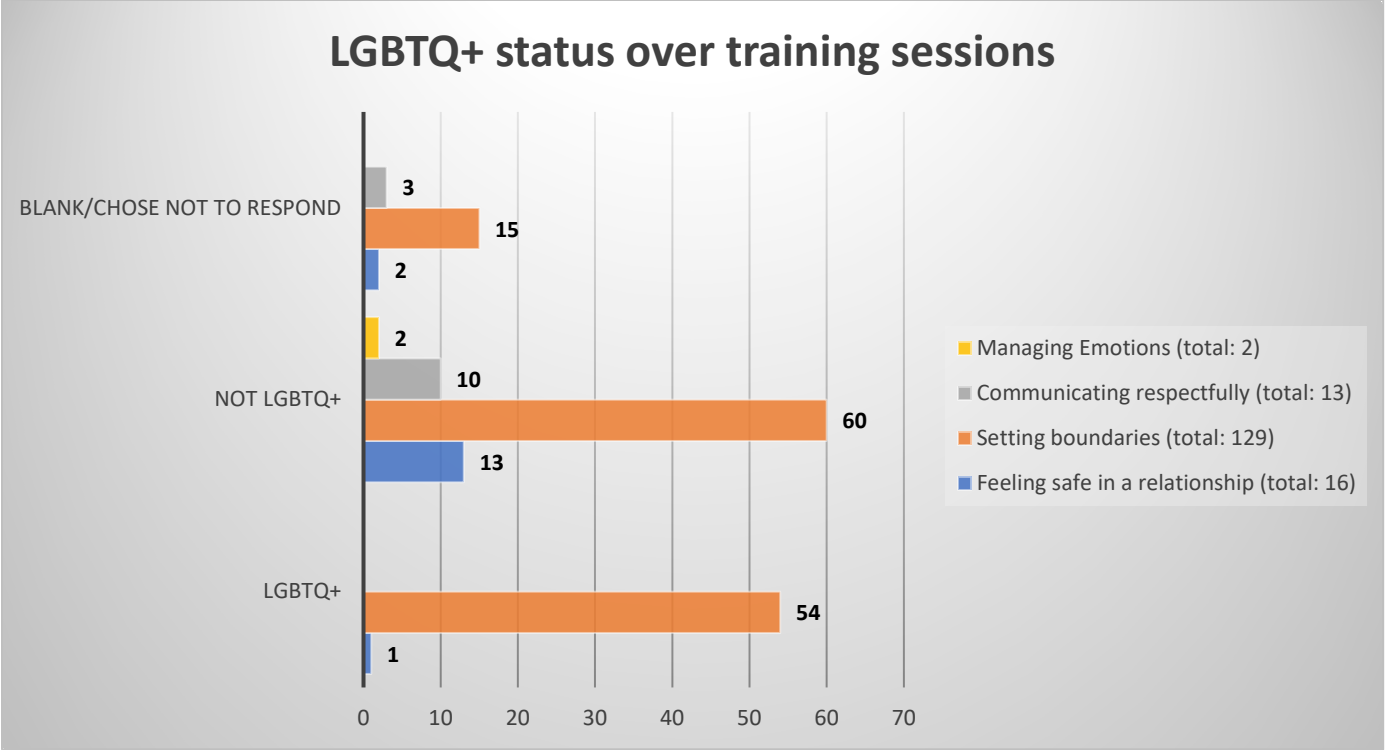


Chart 10 above indicates that in at least one training session, Doorways has been successful at speaking to the LGBTQ+ community, which is one of its target audiences. This is a good first step.

Chart 11: Gender over training sessions

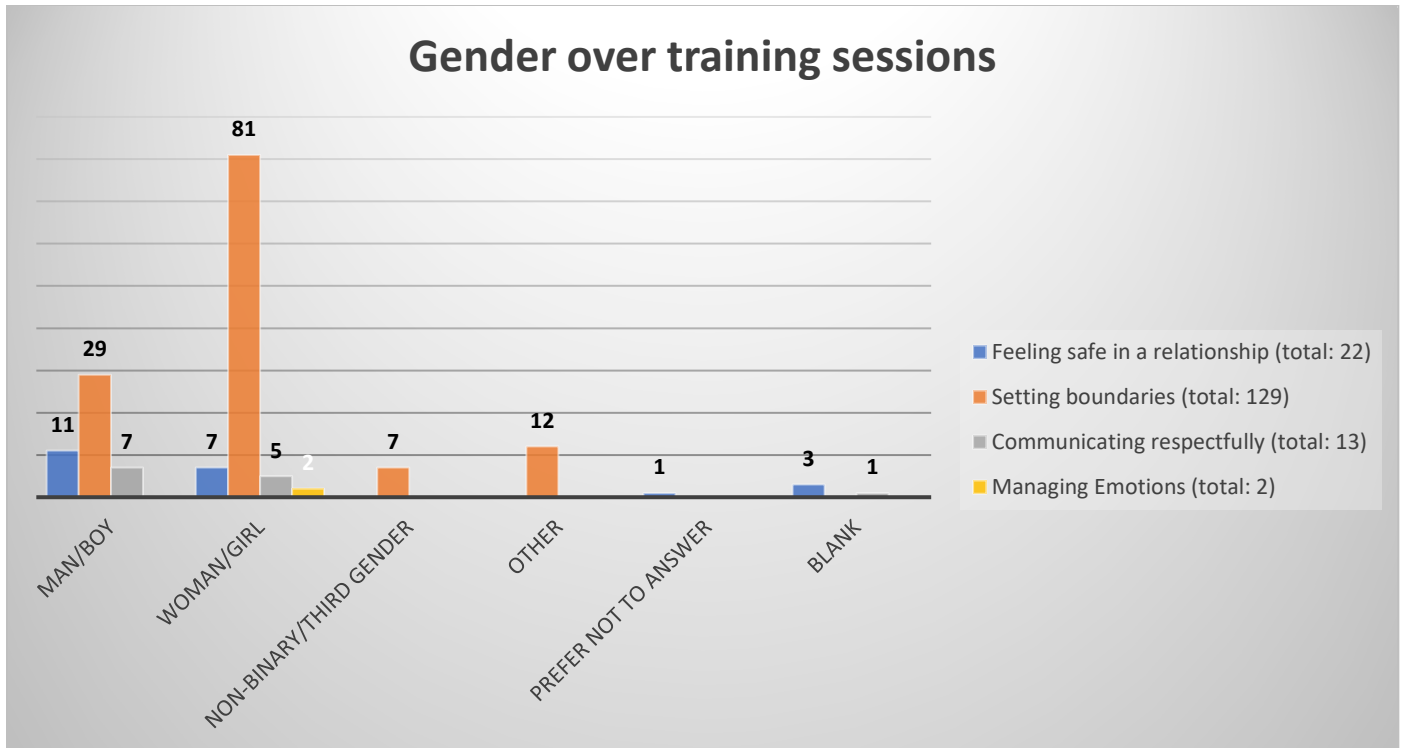


Chart 11 above indicates that Doorways has been successful at targeting female attendees.

Recommendations

For the program

Identify venues and points of contact that are directly tied to the underserved communities Doorways is trying to target

My key findings showed that the training is effective in the age range Doorways is targeting and within the LGBTQ+ community; expanding further into the other target demographic areas will ensure everyone is benefiting from the sessions

- Send notifications to/visit personally local organizations that provide support specifically to African American, Immigrant, and LGBTQ+ community members
- Identify virtual or print periodicals that cater to the same communities and provide links to curriculum
- Partner with the state of Virginia (and federal organizations) that fund and support marginalized communities

As COVID restrictions recede, convert virtual training and feedback sessions to and/or increase in-person sessions

My key findings showed that small sample sizes remain a problem; having people physically in a room might make it easier to query them at that moment and build interest for future inquiry

- Contact current training partners and organizations and share data which supports in-person learning over virtual
- Adapt current virtual curriculum to more in-person focused methods: group learning, role play, for example
- Partner with local private or public venues that can offer spaces large enough to accommodate many attendees
- Some people respond better to in person trainings/feedback sessions; increasing in-person events will give Doorways a wider range of datapoints

Increase the content and frequency of Doorways presentations

Based on key findings, attendees like the programs and would recommend them; with such a positive sentiment, it should be easy to bring people into more, and more in-depth) training sessions

- Capitalize on the positive feedback and develop more focused content within the curriculum

- Offer more trainings on a weekly basis around the area¹⁸

For future research

Implement an incentive program for survey takers

The key findings demonstrated that respondent follow up to surveys is minimal

- Initial survey response rates were low which could be the result of many factors: disinterest; fear of providing sensitive responses; or forgetfulness
- Offering an incentive should spur both interest in completing the survey and reduce the instances of people simply forgetting to do it
- The target groups are part of low-income communities already; a financial (or similar) incentive could be of benefit to them, assuming a cost-benefit for Doorways

Implement a pre-test

The key findings were unable to determine the level of ‘new’ information learned which should be the benchmark for evaluating the program holistically

- A significant downside to the survey data is that we cannot distinguish what attendees have learned from what they may have already known
- A pre-test will help Doorways precisely identify which pieces of information should be taught and which do not need to be taught (if attendees already demonstrate knowledge before the class)

Build more focused surveys

Key findings indicated that attendees were learning, but the level of specificity within the questions is lacking. More detailed questions and responses will help us develop better training curricula

- The Doorways surveys are currently limited in number of questions and depth of complexity, to better appeal to the initial pilot audiences
- Longer and more thorough surveys should be developed that can be used with the right (older and more sophisticated) groups as the pilot and audiences grow
- Only with longer and thorough surveys can Doorways measure the nuances of what is being taught

Implement a longitudinal assessment program

The key findings from this evaluation only cover the short-term recollection of attendees. Since this program is designed to help youth going forward in life, it would be good to measure it on a longer scale

¹⁸ Will require additional Doorways personnel to be hired and/or additional trained volunteers

- If feasible, attendees should be surveyed two or three months, six months, or even a year after attending Doorways sessions
- Session attendee information should be maintained in a database after each presentation
- At pre-determined intervals after training sessions, past attendees should be contacted just to ensure information is up to date
- Only by following the progress of those taking these classes can Doorways know if they remember the lessons and benefit from them in the long run

Accurately and precisely record attendees

- It is extremely difficult to gauge survey response rates if the precise number of attendees is not captured
- A sign in sheet (virtual or physical) should be used to capture participants at each session to follow up with additional surveys and/or evaluations

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Appendices

- **Appendix A: Feeling Safe in a Relationship Feedback Survey**
- **Appendix B: Making Decisions Confidently Feedback Survey**
- **Appendix C: Setting Boundaries Feedback Survey**
- **Appendix D: Why Other People Set Boundaries Feedback Survey**
- **Appendix E: Consent Feedback Survey**
- **Appendix F: Communicating Respectfully Feedback Survey**
- **Appendix G: Power in a Relationship Feedback Survey**
- **Appendix H: Managing Emotions Feedback Survey**
- **Appendix I: Relationships in the Media Feedback Survey**
- **Appendix J: You + Me = We Feedback Survey**
- **Appendix K: Doorways Prevention Program Parent/Teacher Survey**
- **Appendix L: Doorways Prevention Program Partner Survey**

Appendix A: Feeling Safe in a Relationship Feedback Survey

Have you attended a Doorways presentation before?

- Yes
- No

What is one sign of a healthy relationship?

- Free text entry

What is one sign of an unhealthy relationship?

- Free text entry

Rate the following:

(5 - strongly agree, 4 – Somewhat agree, 3 – Neither agree nor disagree, 2 – Somewhat disagree, 1 - Strongly disagree)

- After this presentation, I can name one thing I need in a relationship to feel safe and respected
- I would recommend this presentation to other students

DEMOGRAPHICS

Age:

- 5-10
- 11-13
- 14-17
- 18-24
- 25+
- Prefer not to answer

Race/Ethnicity (select all that apply):

- American Indian/Native or Alaska Native
- Asian
- South/South-East Asian
- Middle Eastern/North African
- Black/African American
- African (any country)
- Native Hawaiian or other Pacific Islander

- Caribbean
- Latin American Indigenous
- White
- Latino/Hispanic
- Multiracial/Multiethnic
- Prefer not to answer
- Other
 - Free text entry

Gender:

- Woman/girl
- Man/boy
- Trans
- Nonbinary
- Prefer not to answer
- Other
 - Free text entry

Do you identify as LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer)?

- Yes
- No
- Unsure
- Prefer not to answer
- Other
 - Free text entry

Feeling Safe in a Relationship Feedback Survey

Goal: Learning how to feel safe in a relationship

Data export: 2/26

There were 27 complete responses to the survey over the course of three days, February 23rd, February 17th, and February 14th, 2022.

The key survey indicator question for this training session is whether attendees can name one thing they need to feel safe and respected in a relationship.

When presented with the question: “After this presentation, I can name one thing I need in a relationship to feel safe and respected”, 22 out of 27 total respondents (approx. 81%) answered

with “Strongly agree” or “Somewhat agree”.¹⁹ Three respondents “Strongly disagreed”; one respondent neither agreed/nor disagreed and one respondent did not answer the question.

Based on these results, it appears that 81% of attendees understood the intent of the training and received the intended message. This is a positive result which will hopefully lead to safer relationships for these attendees.

Respondent number:	Recorded Date:	“After this presentation, I can name one thing I need in a relationship to feel safe and respected:”
1	2/23/22	Strongly agree
2	2/23/22	Strongly Disagree
3	2/23/22	Strongly agree
4	2/23/22	Neither agree nor disagree
5	2/23/22	Strongly agree
6	2/17/22	Strongly agree
7	2/17/22	Strongly Disagree
8	2/17/22	Strongly agree
9	2/17/22	Strongly agree
10	2/17/22	Strongly agree
11	2/17/22	Strongly agree
12	2/17/22	Strongly agree
13	2/17/22	Strongly agree
14	2/17/22	Strongly agree
15	2/17/22	Strongly Disagree
16	2/17/22	Strongly agree
17	2/14/22	Strongly agree
18	2/14/22	Strongly agree
19	2/14/22	Strongly agree
20	2/14/22	Strongly agree
21	2/14/22	Strongly agree
22	2/14/22	Strongly agree
23	2/14/22	Somewhat agree
24	2/14/22	Strongly agree
25	2/14/22	Strongly agree
26	2/14/22	Strongly agree
27	2/14/22	

Another key survey indicator question for this training session is whether attendees can identify the traits of a healthy relationship and, alternatively, the traits of an unhealthy

¹⁹ Only 26 respondents answered the question: “After this presentation, I can name one thing I need in a relationship to feel safe and respected”

relationship. For obvious reasons, having that ability will help young people to recognize the quality of their own relationships and avoid those that may cause them harm.

All 27 respondents were able to recall at least one sign of a healthy relationship. The most frequent responses were comfort; trust/honesty; and respect. Twenty-six respondents (approx. 96%) were able to recall at least one sign of an unhealthy relationship. The most frequent responses were intensity/intense and possessiveness/possession. One respondent did not answer the question.

Based on these results, it appears that almost 100% of all attendees are learning more about healthy/unhealthy relationships because of the training sessions. This is an extremely positive result which should help the attendees to identify and avoid unhealthy relationships.

Respondent number:	Recorded Date:	“What is one sign of a healthy relationship?”	“What is one sign of an unhealthy relationship?”
1	2/23/22	They care about you and tell you what’s right	Betrayal
2	2/23/22	Respect	intensity, yo
3	2/23/22	Trust	Manipulation
4	2/23/22	Kindness	Distrust
5	2/23/22	trust, yo	Betrayal
6	2/17/22	Trust	Possessive
7	2/17/22	Comfortable pace	Possessiveness
8	2/17/22	Respect	Manipulation
9	2/17/22	Fun	Votality
10	2/17/22	Trust	Possessiveness
11	2/17/22	Independency	Possession
12	2/17/22	Trust	possessive
13	2/17/22	Trust	Volatility
14	2/17/22	Trust	Intensity
15	2/17/22	trust	Intensity
16	2/17/22	Honesty	Intensity
17	2/14/22	Comfortable	Intensity
18	2/14/22	Comfortable	Intensity
19	2/14/22	Comfortable pace	Intensity
20	2/14/22	Comfortable	Intensity
21	2/14/22	Comfortable	Intensity
22	2/14/22	Comfortable	Intensity
23	2/14/22	Comfortable pace	
24	2/14/22	Comfortable pace	Intense
25	2/14/22	Comfortable	Betrayal

26	2/14/22	Comfortable	intensity, yo
27	2/14/22	Comfortable	Manipulation

Another key indicator as to how attendees feel about the training sessions is whether they would recommend it to peers.

When presented with the question: “I would recommend this presentation to other students”, 22 out of 27 respondents (approx. 81%) responded with “Strongly agree” (17) or “Somewhat agree” (5).²⁰ Three respondents answered with either somewhat or strongly disagree and two respondents did not answer the question.

Based on these results, it appears that 81% of attendees feel satisfied enough with the presentation content and delivery that they would recommend it to someone else. This is a very positive result.

Respondent number:	Recorded Date:	“I would recommend this presentation to other students:”
1	2/23/22	Somewhat agree
2	2/23/22	Strongly agree
3	2/23/22	Strongly agree
4	2/23/22	Somewhat disagree
5	2/23/22	Strongly agree
6	2/17/22	Strongly agree
7	2/17/22	Strongly Disagree
8	2/17/22	Somewhat agree
9	2/17/22	Strongly agree
10	2/17/22	Strongly agree
11	2/17/22	Somewhat agree
12	2/17/22	Somewhat agree
13	2/17/22	Somewhat agree
14	2/17/22	Strongly agree
15	2/17/22	Somewhat disagree
16	2/17/22	Strongly agree
17	2/14/22	Strongly agree
18	2/14/22	Strongly agree
19	2/14/22	Strongly agree
20	2/14/22	Strongly agree
21	2/14/22	Strongly agree
22	2/14/22	
23	2/14/22	Strongly agree
24	2/14/22	Strongly agree

²⁰ Only 25 respondents answered the question: “I would recommend this presentation to other students”

25	2/14/22	Strongly agree
26	2/14/22	Strongly agree
27	2/14/22	

Demographics:

LGBTQ+

Sixteen people responded to the question about being LGBTQ+. Thirteen respondents (approx. 81%) identified themselves as NOT LGBTQ+ individuals. One respondent (approx. 6%) identified as LGBTQ+. The remaining two respondents (approx. 12.5%) were either “Unsure” or “Prefer not to answer”.

AGE

Twenty-six people responded to the question about age with 11 (approx. 42%) indicating they were between 5 and 10 years old. Twelve respondents (approx. 46%) indicated they were between 14 and 17 years old. The remaining three respondents (approx. 11%) were between the ages of 18 to 25+.

GENDER

Twenty-two people answered the question about gender, with 11 indicating they were a “Man/boy”. Seven respondents (approx. 32%) indicated they were a “Woman/girl”. One respondent selected “Prefer not to answer” and three respondents left the answer blank.

It’s useful to correlate feelings about the lessons to demographic information and, based on this data, we can see that of the three people who did NOT believe they learned the key lesson, two were males and one was a female.

Respondent number:	Recorded Date:	Gender	“After this presentation, I can name one thing I need in a relationship to feel safe and respected:”
1	2/23/22	Man/boy	Strongly agree
2	2/23/22	Other (Real Man)	Strongly Disagree
3	2/23/22	Man/boy	Strongly agree
4	2/23/22	Man/boy	Neither agree nor disagree
5	2/23/22	Man/boy	Strongly agree
6	2/17/22	Woman/girl	Strongly agree
7	2/17/22	Man/boy	Strongly Disagree
8	2/17/22	Man/boy	Strongly agree
9	2/17/22	Woman/girl	Strongly agree

10	2/17/22	Woman/girl	Strongly agree
11	2/17/22	Woman/girl	Strongly agree
12	2/17/22	Man/boy	Strongly agree
13	2/17/22	Man/boy	Strongly agree
14	2/17/22	Prefer not to answer	Strongly agree
15	2/17/22	Woman/girl	Strongly Disagree
16	2/17/22	Man/boy	Strongly agree
17	2/14/22	Woman/girl	Strongly agree
18	2/14/22	Woman/girl	Strongly agree
19	2/14/22	Man/boy	Strongly agree
20	2/14/22		Strongly agree
21	2/14/22		Strongly agree
22	2/14/22		Strongly agree
23	2/14/22	Man/boy	Somewhat agree
24	2/14/22	Man/boy	Strongly agree
25	2/14/22	Man/boy	Strongly agree
26	2/14/22		Strongly agree
27	2/14/22		

RACE/ETHNICITY

Twenty-one people responded to the question about race/ethnicity with 7 (approx. 33%) indicating they were “Black/African American”. Five respondents (approx. 23%) indicated they were “Latino/Hispanic”. Two respondents (approx. 10%) indicated they were “African (any country)”. The remaining six respondents selected: “South/South-East Asian” (1); “Middle Eastern/North African” (1); “White” (1); chose not to answer and selected “Other”, respectively.

Attended a Doorways Presentation Before:

Twenty-seven people responded to the question about whether they had attended a previous Doorways session. Twenty-five individuals (approx. 93%) replied they had not. Two individuals (approx. 7%) replied they had attended in the past.²¹

Appendix B: Making Decisions Confidently Feedback Survey

Have you attended a Doorways presentation before?

- Yes
- No

²¹ Both ‘returning’ students would “Strongly Recommend” Doorways to others

What is one sign of a healthy relationship?

- Free text entry

What is one sign of an unhealthy relationship?

- Free text entry

Rate the following:

(5 - strongly agree, 4 – Somewhat agree, 3 – Neither agree nor disagree, 2 – Somewhat disagree, 1 - Strongly disagree)

- After this presentation, I feel more confident about making decisions about how to keep my body safe and healthy
- I would recommend this presentation to other students

DEMOGRAPHICS

Age:

- 5-10
- 11-13
- 14-17
- 18-24
- 25+
- Prefer not to answer

Race/Ethnicity (select all that apply):

- American Indian/Native or Alaska Native
- Asian
- South/South-East Asian
- Middle Eastern/North African
- Black/African American
- African (any country)
- Native Hawaiian or other Pacific Islander
- Caribbean
- Latin American Indigenous
- White
- Latino/Hispanic
- Multiracial/Multiethnic
- Prefer not to answer
- Other
 - Free text entry

Gender:

- Woman/girl
- Man/boy
- Trans
- Nonbinary
- Prefer not to answer
- Other
 - Free text entry

Do you identify as LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer)?

- Yes
 - No
 - Unsure
 - Prefer not to answer
 - Other
 - Free text entry
-

Appendix C: Setting Boundaries Feedback Survey

Have you attended a Doorways presentation before?

- Yes
- No

What is one sign of a healthy relationship?

- Free text entry

What is one sign of an unhealthy relationship?

- Free text entry

Rate the following:

(Yes, No, Maybe)

- After this presentation, I can name one boundary I will set with my friends or partner to protect my emotional or physical safety
- I would recommend this presentation to other students

DEMOGRAPHICS

Do you identify as LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer)?

- Yes
- No
- Unsure

How old are you?

- Free text entry

What is your gender? (circle one)

- Woman/girl
- Man/boy
- Non-binary/third gender
- Other
 - Free text entry

Race/Ethnicity (select all that apply):

- American Indian/Native or Alaska Native
- Asian
- South/South-East Asian
- Middle Eastern/North African
- Black/African American
- African (any country)
- Native Hawaiian or other Pacific Islander
- Caribbean
- Latin American Indigenous
- White
- Latino/Hispanic
- Multiracial/Multiethnic
- Other

- Free text entry

Boundaries Feedback Survey

Goal: Learning how to set/maintain boundaries for emotional and physical safety

Data export: 3/12

There were 129 complete responses to the survey over the course of three days: 1/5/22; 3/3/22; 3/4/22.

The key survey indicator question for this training session is whether attendees can name one boundary they will set with their friends or partner to protect emotional or physical safety

When presented with the question: “After this presentation, I can name one boundary I will set with my friends or partner to protect my emotional or physical safety”, 103 respondents (approx. 80%) replied with “Yes”. Twenty-two respondents (approx. 17%) replied with “Maybe” and three (approx. 2%) replied with “No”. One respondent (approx. 1%) left the answer blank.

Based on these results, it appears that 80% of attendees understood the intent of the training and received the intended message. This is a positive result which will hopefully lead to attendees setting and maintaining boundaries in their own personal relationships.

Respondent number:	Recorded Date:	“After this presentation, I can name one boundary I will set with my friends or partner to protect my emotional or physical safety:”
1	1/5/22	Yes
2	1/5/22	Maybe
3	1/5/22	Yes
4	1/5/22	Yes
5	1/5/22	Yes
6	3/3/22	Yes
7	3/3/22	Yes
8	3/3/22	Yes
9	3/3/22	Yes
10	3/3/22	Yes
11	3/3/22	Yes
12	3/3/22	Yes
13	3/3/22	Yes

14	3/3/22	Yes
15	3/3/22	Yes
16	3/3/22	Yes
17	3/3/22	Yes
18	3/3/22	Yes
19	3/3/22	Maybe
20	3/3/22	Yes
21	3/3/22	Yes
22	3/3/22	Yes
23	3/3/22	Yes
24	3/3/22	Yes
25	3/3/22	Yes
26	3/3/22	Yes
27	3/3/22	Yes
28	3/3/22	Yes
29	3/3/22	Maybe
30	3/3/22	Yes
31	3/3/22	Maybe
32	3/3/22	Yes
33	3/3/22	yes
34	3/3/22	Yes
35	3/3/22	Yes
36	3/3/22	Yes
37	3/3/22	Yes
38	3/3/22	Maybe
39	3/3/22	Yes
40	3/3/22	Yes
41	3/3/22	Yes
42	3/3/22	Yes
43	3/3/22	Yes
44	3/3/22	Yes
45	3/3/22	Yes
46	3/3/22	Yes
47	3/3/22	Maybe
48	3/3/22	Yes
49	3/3/22	No
50	3/3/22	Maybe
51	3/3/22	Yes
52	3/3/22	Yes
53	3/3/22	Yes
54	3/3/22	Yes
55	3/3/22	Yes

56	3/3/22	
57	3/3/22	Yes
58	3/3/22	Yes
59	3/3/22	Yes
60	3/3/22	Yes
61	3/3/22	Yes
62	3/3/22	Maybe
63	3/3/22	Yes
64	3/3/22	Yes
65	3/3/22	Yes
66	3/3/22	Yes
67	3/3/22	Yes
68	3/3/22	No
69	3/3/22	Yes
70	3/3/22	Yes
71	3/3/22	Yes
72	3/3/22	Yes
73	3/3/22	Yes
74	3/3/22	Yes
75	3/3/22	Yes
76	3/3/22	Yes
77	3/3/22	Maybe
78	3/3/22	Yes
79	3/3/22	Yes
80	3/3/22	Yes
81	3/3/22	Maybe
82	3/3/22	Yes
83	3/3/22	Maybe
84	3/3/22	Yes
85	3/3/22	Yes
86	3/3/22	Yes
87	3/3/22	Yes
88	3/3/22	Yes
89	3/3/22	Yes
90	3/3/22	Yes
91	3/3/22	Yes
92	3/3/22	Yes
93	3/3/22	Yes
94	3/3/22	Yes
95	3/3/22	Maybe
96	3/3/22	Yes
97	3/3/22	Maybe

98	3/3/22	Yes
99	3/3/22	Yes
100	3/3/22	Yes
101	3/3/22	Yes
102	3/3/22	Maybe
103	3/3/22	Yes
104	3/3/22	Maybe
105	3/3/22	Maybe
106	3/3/22	Yes
107	3/3/22	Maybe
108	3/3/22	Maybe
109	3/3/22	Yes
110	3/3/22	Yes
111	3/3/22	Maybe
112	3/3/22	Yes
113	3/3/22	Maybe
114	3/3/22	No
115	3/3/22	Yes
116	3/3/22	Yes
117	3/3/22	Maybe
118	3/3/22	Yes
119	3/3/22	Yes
120	3/3/22	Maybe
121	3/3/22	Yes
122	3/3/22	Yes
123	3/3/22	Yes
124	3/3/22	Yes
125	3/3/22	Yes
126	3/3/22	Yes
127	3/3/22	Yes
128	3/3/22	Yes
129	3/4/22	Yes

Another key survey indicator question for this training session is whether attendees can identify the traits of a healthy relationship and, alternatively, the traits of an unhealthy relationship. For obvious reasons, having that ability will help young people to recognize the quality of their own relationships and avoid those that may cause them harm.

One hundred twenty-two respondents (approx. 95%) were able to recall at least one sign of a healthy relationship. One hundred twenty-three respondents (approx. 95%) were able to recall at least one sign of an unhealthy relationship. The remaining respondents left the question blank.

Based on these results, it appears that almost 100% of all attendees are learning more about healthy/unhealthy relationships because of the training sessions.²² This is an extremely positive result which should help the attendees to identify and avoid unhealthy relationships.

Respondent number:	Recorded Date:	“What is one sign of a healthy relationship?”	“What is one sign of an unhealthy relationship?”
1	1/5/22	no arguing	arguing
2	1/5/22	respecting someone	not respecting
3	1/5/22	always there for you when you need them	all up in your space
4	1/5/22	having boundaries	not respecting the other person
5	1/5/22	talking and not being frustrated or angry about it	your not enjoying the friendship or you need space
6	3/3/22	Good communication	Lack of trust
7	3/3/22	consent!	pressure
8	3/3/22	Trust	Abuse
9	3/3/22	Communication	When you’re not comfortable
10	3/3/22	trust	breaking boundaries
11	3/3/22	Accepting boundaries	Not respecting boundaries
12	3/3/22	Communication	Being pushy
13	3/3/22	respect	lack of communication and respect
14	3/3/22	Boundaries	Not respecting boundaries
15	3/3/22	The person makes you comfortable	You are unhappy
16	3/3/22	Communication	No boundaries
17	3/3/22	listening to each other and respect	not respecting your wishes
18	3/3/22	Trust and happy	Not trust and not nice
19	3/3/22	Trust and honesty	Controllingness
20	3/3/22	boundaries	not being able to say no

²² A few responses were deliberate nonsense

21	3/3/22	Respecting boundaries	Not respecting boundaries
22	3/3/22	Communication	One sided relationships
23	3/3/22	Positive communication and understanding	Threatening you into staying
24	3/3/22	good boundaries	not listening to someone when they say no or stop
25	3/3/22	Boundary setting!	Pushing people to let go of their boundaries
26	3/3/22	Open communication	Cutting off the other person's relationships
27	3/3/22	When they care for you	when they hit you
28	3/3/22	Respecting boundaries	Being pressured into doing things you don't want to do
29	3/3/22	Communication	Not trusting each other
30	3/3/22		
31	3/3/22	Respect	Physical abuse
32	3/3/22		
33	3/3/22	Respecting boundaries	Pressuring to do something they're not comfortable with
34	3/3/22	trust	power imbalance
35	3/3/22	Open communication	Lack of trust
36	3/3/22		
37	3/3/22	Healthy boundaries set and not crossed	Unable to say no to the other person
38	3/3/22		Not respecting boundaries
39	3/3/22	Good trust	Trust issues
40	3/3/22	Communication	Trying to look through their phone
41	3/3/22	Respecting boundaries	Not respecting boundaries
42	3/3/22	communication	mistrust
43	3/3/22	Respect	Emotional manipulation

44	3/3/22	Boundries	Lack of boundries
45	3/3/22	Letting them set boundaries	Aggression in response to setting boundaries
46	3/3/22	The friends treating each other nicely	The opposite of above
47	3/3/22	taking through problems	ignoring one another
48	3/3/22	Establishing boundaries	Being unable to say no
49	3/3/22	Sex	Rape
50	3/3/22	communication	fear
51	3/3/22	Communication/respect	Making the other not talk
52	3/3/22	Where both sides respect each other's values	Toxic behavior like manipulation
53	3/3/22	Communication	Not setting boundaries
54	3/3/22	Having healthy boundaries	Trust issues
55	3/3/22	Giving each other food.	Not sharing food.
56	3/3/22	Being comfortable saying no	Distrust of each other
57	3/3/22	good communication, feeling safe to talk about things (like boundaries)	your partner not respecting your boundaries, or not understanding setting and keeping boundaries
58	3/3/22	Respect	No respect
59	3/3/22	respect	lack of communication
60	3/3/22	No toxic behavior	Toxic behavior
61	3/3/22	Respect	when you dont trust each other
62	3/3/22	Respecting boundaries	Being afraid to say no
63	3/3/22	Boundaries	No boundaries
64	3/3/22	Good communication!	One-sided decisions
65	3/3/22	setting boundaries	being upset at your partners boundaries and crossing them

66	3/3/22	communication	manipulation, lack of trust, constant fighting
67	3/3/22	people respect your boundaries	people don't respect boundaries
68	3/3/22	being honest	keeping secrets
69	3/3/22	Communication	Pushing someone to do something they are uncomfortable with
70	3/3/22	Open communication	Overly controlling partners
71	3/3/22	Boundaries and time for friends /your own activities	Control, isolation from friends and family
72	3/3/22	Communication	Abuse/emotional or physical harm
73	3/3/22	respecting the other's boundaries	disrespecting the persons boundaries and not listening to them
74	3/3/22	You know and respect each other's boundaries	Pressuring you into doing things or not respecting your choices
75	3/3/22	respecting boundaries	unbalanced control
76	3/3/22	Respecting people's boundaries.	Crossing boundaries multiple times
77	3/3/22	Good communication and boundaries	Boundaries being broken
78	3/3/22	Communication	Abuse
79	3/3/22	If you feel comfortable sharing your feelings	if you feel like you give everything to a relationship and don't receive anything in return
80	3/3/22	trust	mistrust
81	3/3/22	Mutual respect	Abuse
82	3/3/22	Both people in the relationship have trust in each other	Both of the people in the relationship don't trust each other
83	3/3/22	Communication	Feeling uncomfy

84	3/3/22	comfortability	constantly worrying about the other person's mood
85	3/3/22	Setting boundaries	A fear or anxiety around displeasing the other person
86	3/3/22	mutual respect	invading privacy
87	3/3/22	communication and respecting boundaries	not respecting boundaries
88	3/3/22	Respecting each other, asking for consent and respecting boundaries	Crossing a boundary and pushing someone to do something they are not comfortable with
89	3/3/22	Liking each other and sharing similar interests	Causing consistent fights
90	3/3/22	good communication	questioning your partner
91	3/3/22	Respecting boundaries!	Making you do something you don't want to do- not respecting boundaries!
92	3/3/22	Communication	Jealousy and distrust
93	3/3/22	Respect	Trying to control your partner
94	3/3/22	Stay safe	Foods
95	3/3/22	Balls	Sus
96	3/3/22		
97	3/3/22	Trusting each other, being comfortable around each other, respecting each other's boundaries	Being violent
98	3/3/22	No peer pressure.	Forcing you to do things you don't want to do.
99	3/3/22	Respect of privacy	Constantly being nosy
100	3/3/22	Billy	Chris Brown
101	3/3/22	Communication and clear boundaries	Gaslighting and guilt tripping

102	3/3/22	trust	feeling an obligation to do something
103	3/3/22	respect, asking boundaries	crossing boundaries, not taking no for an answer
104	3/3/22	Ok with saying no	Pressured to do things
105	3/3/22	Being comfortable around that person	not being comfortable around a person
106	3/3/22	Respecting boundaries	Not respecting boundaries
107	3/3/22	trust	blaming, starting an argued over nothing
108	3/3/22	establishing boundaries and what makes you feel good or bad	letting someone walk all over you
109	3/3/22	trust	jealousy
110	3/3/22	They respect u	They r toxic
111	3/3/22	Having boundries	Possisiveness
112	3/3/22	Respect	Not respect
113	3/3/22		
114	3/3/22	Amogus	
115	3/3/22	Respecting Boundaries	Saying things like "if you loved me you'd _"
116	3/3/22	communication	not communicatinf
117	3/3/22	No everyday conflicts	Abusive nature
118	3/3/22	u can decide things mutually	u don't listen to eachother
119	3/3/22	Setting boundaries	Hitting, an on and off relationship
120	3/3/22	Argument- but not to much	Argument- way too much
121	3/3/22	People being nice to each other like you were being to us.	One person wanting sex the other not.
122	3/3/22	Respect	Peer pressure
123	3/3/22	Being nice	Someone being toxic
124	3/3/22	I don't like that lets try something else	I don't like that but you still do it
125	3/3/22	Being friendly	Being possessive
126	3/3/22		

127	3/3/22	Trust	No respect
128	3/3/22	Your boundaries are respected	Lack of trust
129	3/4/22	Communication	Manipulation

Another key indicator as to how attendees feel about the training sessions is whether they would recommend it to peers.

When presented with the question: “I would recommend this presentation to other students”, 102 respondents (approx.. 79%) responded with “Yes”. Seventeen respondents (13%) answered with “Maybe” and seven (approx. 5%) replied with “No”. Three respondents (approx. 2%) left the answer blank.

Based on these results, it appears that 79% of attendees are satisfied enough with the presentation content and delivery that they would recommend it to someone else. This is a very positive result and ensures continued engagement with Doorways.

Respondent number:	Recorded Date:	“I would recommend this presentation to other students:”
1	1/5/22	Yes
2	1/5/22	Yes
3	1/5/22	Yes
4	1/5/22	Yes
5	1/5/22	Yes
6	3/3/22	Yes
7	3/3/22	Yes
8	3/3/22	No
9	3/3/22	Yes
10	3/3/22	Maybe
11	3/3/22	Yes
12	3/3/22	Yes
13	3/3/22	Yes
14	3/3/22	No
15	3/3/22	Yes
16	3/3/22	Yes
17	3/3/22	Yes
18	3/3/22	Yes
19	3/3/22	No
20	3/3/22	
21	3/3/22	Maybe
22	3/3/22	Yes
23	3/3/22	Yes
24	3/3/22	Maybe

25	3/3/22	Yes
26	3/3/22	Maybe
27	3/3/22	Yes
28	3/3/22	Yes
29	3/3/22	Yes
30	3/3/22	Yes
31	3/3/22	Maybe
32	3/3/22	Maybe
33	3/3/22	Yes
34	3/3/22	Yes
35	3/3/22	Yes
36	3/3/22	Yes
37	3/3/22	Yes
38	3/3/22	Yes
39	3/3/22	Yes
40	3/3/22	Yes
41	3/3/22	Yes
42	3/3/22	Yes
43	3/3/22	Yes
44	3/3/22	Yes
45	3/3/22	Yes
46	3/3/22	Yes
47	3/3/22	Yes
48	3/3/22	Yes
49	3/3/22	No
50	3/3/22	No
51	3/3/22	Yes
52	3/3/22	Yes
53	3/3/22	Yes
54	3/3/22	Yes
55	3/3/22	Yes
56	3/3/22	
57	3/3/22	Yes
58	3/3/22	Yes
59	3/3/22	Yes
60	3/3/22	Yes
61	3/3/22	Yes
62	3/3/22	Yes
63	3/3/22	Yes
64	3/3/22	Yes
65	3/3/22	Yes
66	3/3/22	Yes

67	3/3/22	Yes
68	3/3/22	Maybe
69	3/3/22	Yes
70	3/3/22	Yes
71	3/3/22	Yes
72	3/3/22	Yes
73	3/3/22	Maybe
74	3/3/22	Maybe
75	3/3/22	Yes
76	3/3/22	Yes
77	3/3/22	Yes
78	3/3/22	Yes
79	3/3/22	Yes
80	3/3/22	Yes
81	3/3/22	Maybe
82	3/3/22	Yes
83	3/3/22	Yes
84	3/3/22	Yes
85	3/3/22	Yes
86	3/3/22	Yes
87	3/3/22	Yes
88	3/3/22	Yes
89	3/3/22	Yes
90	3/3/22	Yes
91	3/3/22	Yes
92	3/3/22	Yes
93	3/3/22	Yes
94	3/3/22	Yes
95	3/3/22	Maybe
96	3/3/22	Maybe
97	3/3/22	Yes
98	3/3/22	Maybe
99	3/3/22	Yes
100	3/3/22	Yes
101	3/3/22	Yes
102	3/3/22	Yes
103	3/3/22	Yes
104	3/3/22	Maybe
105	3/3/22	Maybe
106	3/3/22	Yes
107	3/3/22	Yes
108	3/3/22	No

109	3/3/22	Yes
110	3/3/22	Maybe
111	3/3/22	Yes
112	3/3/22	Yes
113	3/3/22	No
114	3/3/22	Yes
115	3/3/22	Yes
116	3/3/22	Yes
117	3/3/22	Yes
118	3/3/22	Yes
119	3/3/22	Yes
120	3/3/22	Yes
121	3/3/22	Yes
122	3/3/22	Yes
123	3/3/22	Maybe
124	3/3/22	Yes
125	3/3/22	Yes
126	3/3/22	
127	3/3/22	Yes
128	3/3/22	Yes
129	3/4/22	Yes

Demographics:

LGBTQ+

Sixty people (approx. 47%) identified themselves as NOT LGBTQ+ individuals. Fifty-four respondents (approx. 42%) identified as LGBTQ+ and 15 people (approx. 12%) answered with “Unsure”.

AGE

Forty-one people (approx. 32%) indicated they were between the ages of 11 and 14. Seventy respondents (approx. 54%) indicated they were between 15 and 17 years old. Eight individuals (approx. 6%) were between 18 and 22. Two respondents (approx. 2%) were older than 22 years. The remaining eight respondents (approx. 6%) either did not answer the question or deliberately answered incorrectly.

GENDER

Eighty-one people (approx. 63%) indicated they were a “Woman/girl”. Twenty-nine respondents (approx. 22%) indicated they were a “Man/boy”. Twelve respondents (approx. 9%) selected “Other”; seven (approx. 5%) indicated a “Non-binary/third gender”

It can be useful to correlate feelings about the lessons to demographic information and, based on this data, we can see that many of those who identify as “Non-binary/third gender” feel they learned about boundaries.

Respondent number:	Recorded Date:	Gender	“After this presentation, I can name one boundary I will set with my friends or partner to protect my emotional or physical safety:”
1	1/5/22	Man/boy	Yes
2	1/5/22	Woman/girl	Maybe
3	1/5/22	Woman/girl	Yes
4	1/5/22	Woman/girl	Yes
5	1/5/22	Man/boy	Yes
6	3/3/22	Man/boy	Yes
7	3/3/22	Woman/girl	Yes
8	3/3/22	Woman/girl	Yes
9	3/3/22	Woman/girl	Yes
10	3/3/22	Woman/girl	Yes
11	3/3/22	Woman/girl	Yes
12	3/3/22	Woman/girl	Yes
13	3/3/22	Man/boy	Yes
14	3/3/22	Woman/girl	Yes
15	3/3/22	Woman/girl	Yes
16	3/3/22	Man/boy	Yes
17	3/3/22	Woman/girl	Yes
18	3/3/22	Man/boy	Yes
19	3/3/22	Woman/girl	Maybe
20	3/3/22	Woman/girl	Yes
21	3/3/22	Woman/girl	Yes
22	3/3/22	Woman/girl	Yes
23	3/3/22	Non-binary/third gender	Yes
24	3/3/22	Other	Yes
25	3/3/22	Woman/girl	Yes
26	3/3/22	Man/boy	Yes
27	3/3/22	Woman/girl	Yes
28	3/3/22	Woman/girl	Yes
29	3/3/22	Woman/girl	Maybe
30	3/3/22	Woman/girl	Yes

31	3/3/22	Woman/girl	Maybe
32	3/3/22	Woman/girl	Yes
33	3/3/22	Woman/girl	Yes
34	3/3/22	Woman/girl	Yes
35	3/3/22	Woman/girl	Yes
36	3/3/22	Woman/girl	Yes
37	3/3/22	Woman/girl	Yes
38	3/3/22	Non-binary/third gender	Maybe
39	3/3/22	Woman/girl	Yes
40	3/3/22	Woman/girl	Yes
41	3/3/22	Non-binary/third gender	Yes
42	3/3/22	Woman/girl	Yes
43	3/3/22	Woman/girl	Yes
44	3/3/22	Man/boy	Yes
45	3/3/22	Non-binary/third gender	Yes
46	3/3/22	Man/boy	Yes
47	3/3/22	Woman/girl	Maybe
48	3/3/22	Woman/girl	Yes
49	3/3/22	Man/boy	No
50	3/3/22	Woman/girl	Maybe
51	3/3/22	Man/boy	Yes
52	3/3/22	Woman/girl	Yes
53	3/3/22	Man/boy	Yes
54	3/3/22	Woman/girl	Yes
55	3/3/22	Man/boy	Yes
56	3/3/22	Other	
57	3/3/22	Woman/girl	Yes
58	3/3/22	Man/boy	Yes
59	3/3/22	Man/boy	Yes
60	3/3/22	Man/boy	Yes
61	3/3/22	Woman/girl	Yes
62	3/3/22	Woman/girl	Maybe
63	3/3/22	Woman/girl	Yes
64	3/3/22	Woman/girl	Yes
65	3/3/22	Woman/girl	Yes
66	3/3/22	Woman/girl	Yes
67	3/3/22	Woman/girl	Yes
68	3/3/22	Woman/girl	No
69	3/3/22	Woman/girl	Yes

70	3/3/22	Woman/girl	Yes
71	3/3/22	Woman/girl	Yes
72	3/3/22	Man/boy	Yes
73	3/3/22	Woman/girl	Yes
74	3/3/22	Woman/girl	Yes
75	3/3/22	Woman/girl	Yes
76	3/3/22	Woman/girl	Yes
77	3/3/22	Woman/girl	Maybe
78	3/3/22	Woman/girl	Yes
79	3/3/22	Woman/girl	Yes
80	3/3/22	Woman/girl	Yes
81	3/3/22	Man/boy	Maybe
82	3/3/22	Man/boy	Yes
83	3/3/22	Woman/girl	Maybe
84	3/3/22	Other	Yes
85	3/3/22	Woman/girl	Yes
86	3/3/22	Woman/girl	Yes
87	3/3/22	Woman/girl	Yes
88	3/3/22	Woman/girl	Yes
89	3/3/22	Man/boy	Yes
90	3/3/22	Woman/girl	Yes
91	3/3/22	Woman/girl	Yes
92	3/3/22	Woman/girl	Yes
93	3/3/22	Woman/girl	Yes
94	3/3/22	Man/boy	Yes
95	3/3/22	Other	Maybe
96	3/3/22	Woman/girl	Yes
97	3/3/22	Non-binary/third gender	Maybe
98	3/3/22	Woman/girl	Yes
99	3/3/22	Woman/girl	Yes
100	3/3/22	Other	Yes
101	3/3/22	Woman/girl	Yes
102	3/3/22	Woman/girl	Maybe
103	3/3/22	Other	Yes
104	3/3/22	Other	Maybe
105	3/3/22	Woman/girl	Maybe
106	3/3/22	Other	Yes
107	3/3/22	Woman/girl	Maybe
108	3/3/22	Woman/girl	Maybe
109	3/3/22	Man/boy	Yes
110	3/3/22	Man/boy	Yes

111	3/3/22	Other	Maybe
112	3/3/22	Man/boy	Yes
113	3/3/22	Man/boy	Maybe
114	3/3/22	Man/boy	No
115	3/3/22	Non-binary/third gender	Yes
116	3/3/22	Man/boy	Yes
117	3/3/22	Other	Maybe
118	3/3/22	Woman/girl	Yes
119	3/3/22	Man/boy	Yes
120	3/3/22	Man/boy	Maybe
121	3/3/22	Woman/girl	Yes
122	3/3/22	Woman/girl	Yes
123	3/3/22	Other	Yes
124	3/3/22	Other	Yes
125	3/3/22	Woman/girl	Yes
126	3/3/22	Non-binary/third gender	Yes
127	3/3/22	Woman/girl	Yes
128	3/3/22	Woman/girl	Yes
129	3/4/22	Woman/girl	Yes

RACE/ETHNICITY

Seventy-five people (approx. 58%) indicated they were “White”, “White, Latino/Hispanic”, or “White, Multiracial/Multiethnic”. Nine respondents (approx. 7%) indicated they were “Black, African American”, “African (any country)”. Two respondents (approx. 2%) indicated they were “American Indian” or a derivation. Fourteen (approx. 11%) were “Asian” and/or a combination of Asian and another ethnicity. Six (approx. 5%) were “Latino/Hispanic” and/or a combination of Latino and another ethnicity and six were “Middle Eastern”. Four (approx. 3%) were “Multiracial” and/or “Multiethnic”. Six (approx. 5%) indicated they were “South/South-east Asian”. The remaining respondents indicated “Other” as their race/ethnicity.

Attended a Doorways Presentation Before:

One hundred ten respondents (approx. 86%) had not attended a Doorways presentation before. Fourteen (approx. 11%) had attended a Doorways presentation before and five people (approx. 4%) left the question blank.

Appendix D: Why Other People Set Boundaries
Feedback Survey

Have you attended a Doorways presentation before?

- Yes
- No

What is one sign of a healthy relationship?

- Free text entry

What is one sign of an unhealthy relationship?

- Free text entry

Rate the following:

(5 - strongly agree, 4 – Somewhat agree, 3 – Neither agree nor disagree, 2 – Somewhat disagree, 1 - Strongly disagree)

- After this presentation, I understand why other people set boundaries and I will try to respect them
- I would recommend this presentation to other students

DEMOGRAPHICS

Age:

- 5-10
- 11-13
- 14-17
- 18-24
- 25+
- Prefer not to answer

Race/Ethnicity (select all that apply):

- American Indian/Native or Alaska Native
- Asian
- South/South-East Asian
- Middle Eastern/North African
- Black/African American
- African (any country)
- Native Hawaiian or other Pacific Islander
- Caribbean
- Latin American Indigenous
- White
- Latino/Hispanic
- Multiracial/Multiethnic

- Prefer not to answer
- Other
 - Free text entry

Gender:

- Woman/girl
- Man/boy
- Trans
- Nonbinary
- Prefer not to answer
- Other
 - Free text entry

Do you identify as LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer)?

- Yes
- No
- Unsure
- Prefer not to answer
- Other
 - Free text entry

Here is your random ID number:

Please copy this number and e-mail it to your training provider for your incentive.

[Appendix E: Consent Feedback Survey](#)

Have you attended a Doorways presentation before?

- Yes
- No

What is one sign of a healthy relationship?

- Free text entry

What is one sign of an unhealthy relationship?

- Free text entry

Rate the following:

(5 - strongly agree, 4 – Somewhat agree, 3 – Neither agree nor disagree, 2 – Somewhat disagree, 1 - Strongly disagree)

- After this presentation, I understand what it means for consent to be freely given.
- I would recommend this presentation to other students

DEMOGRAPHICS

Age:

- 5-10
- 11-13
- 14-17
- 18-24
- 25+
- Prefer not to answer

Race/Ethnicity (select all that apply):

- American Indian/Native or Alaska Native
- Asian
- South/South-East Asian
- Middle Eastern/North African
- Black/African American
- African (any country)
- Native Hawaiian or other Pacific Islander
- Caribbean
- Latin American Indigenous
- White
- Latino/Hispanic
- Multiracial/Multiethnic
- Prefer not to answer
- Other
 - Free text entry

Gender:

- Woman/girl
- Man/boy
- Trans
- Nonbinary
- Prefer not to answer
- Other

- Free text entry

Do you identify as LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer)?

- Yes
- No
- Unsure
- Prefer not to answer
- Other
 - Free text entry

Appendix F: Communicating Respectfully Feedback Survey

Have you attended a Doorways presentation before?

- Yes
- No

What is one sign of a healthy relationship?

- Free text entry

What is one sign of an unhealthy relationship?

- Free text entry

Rate the following:

(5 - strongly agree, 4 – Somewhat agree, 3 – Neither agree nor disagree, 2 – Somewhat disagree, 1 - Strongly disagree)

- After this presentation, I know one way to communicate respectfully in a relationship.
- I would recommend this presentation to other students

DEMOGRAPHICS

Age:

- 5-10
- 11-13
- 14-17
- 18-24

- 25+
- Prefer not to answer

Race/Ethnicity (select all that apply):

- American Indian/Native or Alaska Native
- Asian
- South/South-East Asian
- Middle Eastern/North African
- Black/African American
- African (any country)
- Native Hawaiian or other Pacific Islander
- Caribbean
- Latin American Indigenous
- White
- Latino/Hispanic
- Multiracial/Multiethnic
- Prefer not to answer
- Other
 - Free text entry

Gender:

- Woman/girl
- Man/boy
- Trans
- Nonbinary
- Prefer not to answer
- Other
 - Free text entry

Do you identify as LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer)?

- Yes
- No
- Unsure
- Prefer not to answer
- Other
 - Free text entry

Goal: Learning how to communicate respectfully in a relationship
Data export: 2/24

There were 13 complete responses to the survey over the course of two days, January 26th and February 22th, 2022.

The key survey indicator question for this training session is whether attendees can name know one way to communicate respectfully in a relationship.

When presented with the question: “After this presentation, I know one way to communicate respectfully in a relationship”, 12 respondents (approx. 92%) answered with “Somewhat agree” or “Strongly agree”. One respondent did not answer the question.

Based on these results, it appears that 92% of attendees understood the intent of the training and received the intended message. This is a positive result which will hopefully lead to safer relationships for these attendees.

Respondent number:	Recorded Date:	“After this presentation, I know one way to communicate respectfully in a relationship:”
1	1/26/22	
2	1/26/22	Somewhat agree
3	1/26/22	Somewhat agree
4	2/22/22	Somewhat agree
5	2/22/22	Strongly agree
6	2/22/22	Strongly agree
7	2/22/22	Strongly agree
8	2/22/22	Strongly agree
9	2/22/22	Strongly agree
10	2/22/22	Strongly agree
11	2/22/22	Strongly agree
12	2/22/22	Somewhat agree
13	2/22/22	Strongly agree

Another key survey indicator question for this training session is whether attendees can identify the traits of a healthy relationship and, alternatively, the traits of an unhealthy relationship. For obvious reasons, having that ability will help young people to recognize the quality of their own relationships and avoid those that may cause them harm.

Twelve respondents (approx. 92%) were able to recall at least one sign of a healthy relationship. One respondent did not answer the question. Eleven respondents (approx. 85%) were able to recall at least one sign of an unhealthy relationship. Two respondents did not answer the question.

Based on these results, it appears that almost 89% of all attendees are learning more about healthy/unhealthy relationships because of the training sessions. This is an extremely positive result which should help the attendees to identify and avoid unhealthy relationships.

Respondent number:	Recorded Date:	“What is one sign of a healthy relationship?”	“What is one sign of an unhealthy relationship?”
1	1/26/22		
2	1/26/22	Talking	Mad at people
3	1/26/22	niether 1 of has insane expectations/requirements for each other	you think if we do everything perfectly for this person than they will act nicely to me
4	2/22/22	Nice to eachother	Being toxic
5	2/22/22	Kindness	Belitting
6	2/22/22	Communication	No communication
7	2/22/22	Boundaries	
8	2/22/22	Kindness	harassment
9	2/22/22	Always talking to each other	Always yelling at each other
10	2/22/22	Trust, communication, good management, be aware,	Violence, not appropriate, not respectful, unpeacesful, mean
11	2/22/22	Intentional	best moments of your day, or at least, the most engaging ones, happen while staring at a screen.
12	2/22/22	Kindness	Unneeded scolding / using their insecurities against them
13	2/22/22	No harrasment Or abusing	Abusing and harassing

Another key indicator as to how attendees feel about the training sessions is whether they would recommend it to peers.

When presented with the question: “I would recommend this presentation to other students”, nine respondents (approx. 69%) responded with “Strongly agree” or “Somewhat agree”. Two respondents (approx. 15%) neither agreed nor disagreed and two (approx. 15%) left the question blank.

Based on these results, it appears that 69% of attendees feel satisfied enough with the presentation content and delivery that they would recommend it to someone else.

Respondent number:	Recorded Date:	“I would recommend this presentation to other students:”
1	1/26/22	
2	1/26/22	
3	1/26/22	Neither agree nor disagree
4	2/22/22	Strongly agree
5	2/22/22	Strongly agree
6	2/22/22	Neither agree nor disagree
7	2/22/22	Strongly agree
8	2/22/22	Somewhat agree
9	2/22/22	Strongly agree
10	2/22/22	Strongly agree
11	2/22/22	Strongly agree
12	2/22/22	Strongly agree
13	2/22/22	Strongly agree

Demographics:

LGBTQ+

Ten people (approx. 77%) identified themselves as NOT LGBTQ+ individuals. Two respondents (approx. 15%) were “Unsure”. One respondent (approx. 6%) did not answer the question.

AGE

Six respondents (approx. 46%) identified as between 14 and 17 years old. Five respondents (approx. 38%) identified as between 11 and 13 years. One respondent (approx. 8%) selected “Prefer not to answer” and one more left the question blank.

GENDER

Seven respondents (approx. 54%) indicated they were a “Man/boy”. Five respondents (approx. 38%) indicated they were a “Woman/girl”. One respondent (approx. 8%) did not answer the question.

It’s useful to correlate feelings about the lessons to demographic information and, based on this data, we can see that both boys and girls learned at about the same rate.

Respondent number:	Recorded Date:	Gender	“After this presentation, I know one way to communicate respectfully in a relationship.”
1	1/26/22		
2	1/26/22	Man/boy	Somewhat agree
3	1/26/22	Man/boy	Somewhat agree
4	2/22/22	Man/boy	Somewhat agree
5	2/22/22	Man/boy	Strongly agree
6	2/22/22	Man/boy	Strongly agree
7	2/22/22	Woman/girl	Strongly agree
8	2/22/22	Woman/girl	Strongly agree
9	2/22/22	Man/boy	Strongly agree
10	2/22/22	Woman/girl	Strongly agree
11	2/22/22	Woman/girl	Strongly agree
12	2/22/22	Woman/girl	Somewhat agree
13	2/22/22	Man/boy	Strongly agree

RACE/ETHNICITY

Six respondents (approx. 46%) identified themselves as “Black/African American” or “African (any country)”. Five respondents (approx.. 38%) identified as “White, Latino/Hispanic” or “Latino/Hispanic”. One respondent (approx. 8%) did not answer the question. One respondent (approx. 8%) did selected “Prefer not to answer”.

Attended a Doorways Presentation Before:

Seven individuals (approx. 54%) replied they had not attended a Doorways presentation before. Five individuals (approx. 38%) replied they had attended in the past. One respondent (approx. 8%) did not answer the question.

[Appendix G: Power in a Relationship Feedback Survey](#)

Have you attended a Doorways presentation before?

- Yes
- No

What is one sign of a healthy relationship?

- Free text entry

What is one sign of an unhealthy relationship?

- Free text entry

Rate the following:

(5 - strongly agree, 4 – Somewhat agree, 3 – Neither agree nor disagree, 2 – Somewhat disagree, 1 - Strongly disagree)

- After this presentation, I can name one way someone might have more power than I do in a relationship.
- I would recommend this presentation to other students

DEMOGRAPHICS

Age:

- 5-10
- 11-13
- 14-17
- 18-24
- 25+
- Prefer not to answer

Race/Ethnicity (select all that apply):

- American Indian/Native or Alaska Native
- Asian
- South/South-East Asian
- Middle Eastern/North African
- Black/African American
- African (any country)
- Native Hawaiian or other Pacific Islander
- Caribbean
- Latin American Indigenous
- White
- Latino/Hispanic
- Multiracial/Multiethnic
- Prefer not to answer
- Other
 - Free text entry

Gender:

- Woman/girl
- Man/boy

- Trans
- Nonbinary
- Prefer not to answer
- Other
 - Free text entry

Do you identify as LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer)?

- Yes
- No
- Unsure
- Prefer not to answer
- Other
 - Free text entry

Appendix H: Managing Emotions Feedback Survey

Have you attended a Doorways presentation before?

- Yes
- No

What is one sign of a healthy relationship?

- Free text entry

What is one sign of an unhealthy relationship?

- Free text entry

Rate the following:

(5 - strongly agree, 4 – Somewhat agree, 3 – Neither agree nor disagree, 2 – Somewhat disagree, 1 - Strongly disagree)

- After this presentation, I know at least one way I can manage my emotions when I am upset about a relationship.
- I would recommend this presentation to other students

Do you identify as LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer)?

- Yes
- No
- Unsure

Age:

- 5-10
- 11-13
- 14-17
- 18-24

Gender:

- Woman/girl
- Man/boy
- Non-binary/third gender
- Other
 - Free text entry

Race/Ethnicity (select all that apply):

- American Indian/Native or Alaska Native
- Asian
- South/South-East Asian
- Middle Eastern/North African
- Black/African American
- African (any country)
- Native Hawaiian or other Pacific Islander
- Caribbean
- Latin American Indigenous
- White
- Latino/Hispanic
- Multiracial/Multiethnic
- Prefer not to answer
- Other
 - Free text entry

Managing Emotions Feedback Survey

Goal: Learning how to manage emotions within a relationship

Data export: 3/12

There were two complete responses to the survey which were imported by Avatar LeFevre on January 5th, 2022.

The key survey indicator question for this training session is whether attendees know at least one way to manage their emotions when they are upset about a relationship.

When presented with the question: “After this presentation, I know at least one way to manage my emotions when I am upset about a relationship”, two respondents (100%) answered with “Strongly agree” or “Somewhat agree”.

Based on these results, it appears that 100% of attendees understood the intent of the training and received the intended message.

Respondent number:	Recorded Date:	“After this presentation, I can name one thing I need in a relationship to feel safe and respected:”
1	1/5/22	Somewhat agree
2	1/5/22	Strongly agree

Another key survey indicator question for this training session is whether attendees can identify the traits of a healthy relationship and, alternatively, the traits of an unhealthy relationship. For obvious reasons, having that ability will help young people to recognize the quality of their own relationships and avoid those that may cause them harm.

Both respondents were able to recall at least one sign of a healthy relationship. Both respondents were able to recall at least one sign of an unhealthy relationship.

Based on these results, it appears that 100% of all attendees are learning more about healthy/unhealthy relationships because of the training sessions. This is an extremely positive result which should help the attendees to identify and avoid unhealthy relationships.

Respondent number:	Recorded Date:	“What is one sign of a healthy relationship?”	“What is one sign of an unhealthy relationship?”
1	1/5/22	healthy conflict	intensity (aggression)
2	1/5/22	They are nice and not going to fast	They are yelling at me

Another key indicator as to how attendees feel about the training sessions is whether they would recommend it to peers.

When presented with the question: “I would recommend this presentation to other students”, two responded with “Strongly agree” or “Somewhat agree”.

Based on these results, it appears that all attendees feel satisfied enough with the presentation content and delivery that they would recommend it to someone else. This is a very positive result.

Respondent number:	Recorded Date:	"I would recommend this presentation to other students:"
1	1/5/22	Somewhat agree
2	1/5/22	Strongly agree

Demographics:

LGBTQ+

Neither respondent identified as LGBTQ+.

AGE

One respondent (50%) answered the question about age, indicating they were between the ages of 14 and 17 years. One respondent left the question blank.

GENDER

Both respondents answered the question about gender, indicating they were both a "Woman/girl".

RACE/ETHNICITY

Both respondents answered the question about race and ethnicity. One respondent (50%) indicated they were "Black, African American"; the other respondent (50%) indicated they were "Latino/Hispanic".

It's useful to correlate feelings about the lessons to demographic information and, based on this data, we can see that both respondents (girls) learned at the same rate.

Respondent number:	Recorded Date:	Gender	"After this presentation, I know at least one way to manage my emotions when I am upset about a relationship:"
1	1/5/22	Woman/girl	Somewhat agree
2	1/5/22	Woman/girl	Strongly agree

Attended a Doorways Presentation Before:

Neither of the respondents completed the question about having attended a Doorways presentation before.

[Appendix I: Relationships in the Media Feedback Survey](#)

Have you attended a Doorways presentation before?

- Yes
- No

What is one sign of a healthy relationship?

- Free text entry

What is one sign of an unhealthy relationship?

- Free text entry

Rate the following:

(5 - strongly agree, 4 – Somewhat agree, 3 – Neither agree nor disagree, 2 – Somewhat disagree, 1 - Strongly disagree)

- After this presentation, I know at least one question I can ask to analyze messages about relationships I see or hear in the media.
- I would recommend this presentation to other students

DEMOGRAPHICS

Age:

- 5-10
- 11-13
- 14-17
- 18-24
- 25+
- Prefer not to answer

Race/Ethnicity (select all that apply):

- American Indian/Native or Alaska Native
- Asian
- South/South-East Asian
- Middle Eastern/North African
- Black/African American
- African (any country)
- Native Hawaiian or other Pacific Islander
- Caribbean
- Latin American Indigenous
- White
- Latino/Hispanic

- Multiracial/Multiethnic
- Prefer not to answer
- Other
 - Free text entry

Gender:

- Woman/girl
- Man/boy
- Trans
- Nonbinary
- Prefer not to answer
- Other
 - Free text entry

Do you identify as LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer)?

- Yes
- No
- Unsure
- Prefer not to answer
- Other
 - Free text entry

Appendix J: You + Me = We Feedback Survey

Have you attended a Doorways Presentation before?

- Yes
- No

Self-love is an important part of dating and relationships

- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Sperm leaves the penis through the urethra

- True
- False
- Don't Know

Ovulation is a function of the male reproductive system

- True

- False
- Don't Know

A person's sex is determined by their:

- Reproductive anatomy identified at birth
- Sexual Orientation
- Sexuality
- Don't Know

When a person is born with a combination of male & female anatomy, chromosomes, or hormones, what are they considered?

- Asexual
- Intersex
- Bisexual

Someone whose gender identity is not considered exclusively male or female is considered:

- Gay/Lesbian/Queer
- Transgender
- Non-binary/Gender Queer

I have a full understanding of what the word "consent" means

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Anyone can retract (take back) their consent at any time, even once sexual activity has begun.

- True
- False
- Don't Know

I have a full understanding of what the word "disclosure" means

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Which is the correct definition of "Body Autonomy"?

- The right to choose who I come out to
- The right for a person to govern what happens to their body without external influence or coercion
- An object used to achieve immortality by splitting the soul into pieces

- Don't Know

Which of the following are considered appropriate "relationships"?

- Monogamous
- Situationship
- Platonic Friendship
- All of the above are valid
- Don't Know

Which protects against the transmission of Sexually Transmitted Infections (STIs)?

- Condoms
- Lube
- Inter-uterine device (IUD)
- Don't Know

A partner taking responsibility for their actions is a sign of a healthy relationship

- True
- False
- Don't Know

I feel confident I can identify and name one sign of an unhealthy relationship

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

You + Me = We Feedback Survey

Goal:

Data export: 3/13

There were two complete responses to the survey on October 25th, 2021.

The You + Me = We training session consisted of questions related directly to gender, consent, and healthy relationships. All respondents developed an understanding of self-love, consent, disclosure, and felt confident they could identify the traits of an unhealthy relationship.

Respondent number:	Recorded Date:	Self-love is an important part of	I have a full understanding of what the word	I have a full understanding of what the word	I feel confident I can identify and name one sign of

		dating and relationships	“consent” means	“disclosure” means	an unhealthy relationship
1	10/25/21	Strongly agree	Somewhat agree	Strongly agree	Strongly agree
2	10/25/21	Strongly agree	Strongly agree	Strongly agree	Somewhat agree

The respondents were also able to recall the correct answers to factual questions which were taught during the session.

Respondent number:	Recorded Date:	Sperm leaves the penis through the urethra	Ovulation is a function of the male reproductive system	Which protects against the transmission of Sexually Transmitted Infections (STIs)?
1	10/25/21	True	False	Condoms
2	10/25/21	True	False	Condoms

The respondents were also provided questions regarding gender identity and anatomy. All were able to recall the correct answer (provided during the training).

Respondent number:	Recorded Date:	A person’s sex is determined by their:	When a person is born with a combination of male & female anatomy, chromosomes, or hormones, what are they considered?	Someone whose gender identity is not considered exclusively male or female is considered:
1	10/25/21	Reproductive anatomy identified at birth	Intersex	Non-binary/Gender Queer
2	10/25/21	Reproductive anatomy identified at birth	Intersex	Non-binary/Gender Queer

Attended a Doorways Presentation Before:

Neither respondent answered the question about having attended a Doorways presentation in the past.

Appendix K: Doorways Prevention Program

Parent/Teacher Feedback Survey

After the presentation, I feel more comfortable talking to my kids/students about healthy relationships.

- Graphical slider of a face with five scale rating (from frown (1) to smile (5))

After this presentation, I know where to find at least one resource for parents to help talk to kids about healthy relationships

- Graphical slider of a face with five scale rating (from frown (1) to smile (5))

I would recommend this presentation to a friend

Graphical slider of a face with five scale rating (from frown (1) to smile (5))

What is one sign of a healthy relationship?

- Free text entry

What is one sign of a relationship that is not healthy?

- Free text entry

(optional) What other topics would you like to learn about?

- Free text entry

(optional) Would you like to provide any additional comments?

- Free text entry

DEMOGRAPHICS

Your Age:

- 18-24
- 25-35
- 36+
- Prefer not to answer

Your Race/ethnicity (select all that apply):

- American Indian/Native or Alaska Native
- Asian
- South/South-East Asian
- Middle Eastern/North African
- Black/African American
- African (any country)
- Native Hawaiian or other Pacific Islander
- Caribbean
- Latin American Indigenous
- White
- Latino/Hispanic
- Multiracial/Multiethnic
- Prefer not to answer
- Other
 - Free text entry

Your Gender

- Free text entry

Do you identify as LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer)?

- Yes
- No
- Unsure
- Other
 - Free text entry
- Prefer not to answer

Doorways Prevention Program Parent/Teacher Survey

Goal: Helping parents and teachers communicate with their children and students

Data export: 3/13

There were 22 responses to the survey over the course of five days: November 18th, 2021; December 6th, 2021; January 13th, 2022; February 10th, 2022; and February 14th, 2022.

The key survey indicator questions for this training session are whether attendees feel more comfortable talking to kids about healthy relationships and whether they know where they can find additional resources.

When presented with the question: “After this presentation, I feel more comfortable talking to my kids/students about healthy relationships”, 15 respondents (approx. 68%) answered with a numerical score of “5” and two respondents (approx. 9%) answered with a score of “4”.²³ Two respondents (approx. 9%) answered with a score of “3”. And three respondents (approx. 14%) left the question blank.

When presented with the question: “After the presentation, I know where to find at least one resource for parents to help talk to kids about healthy relationships”, 13 respondents (approx. 59%) answered with a numerical score of “5” and five respondents (approx. 23%) answered with a score of “4”.²⁴ Four respondents (approx. 18%) left the question blank.

Based on these results, it appears that 77% (68+9) of attendees will be better equipped to talk with kids about healthy relationships and 82% (59+23) are better able to find resources they may need in the future.

Respondent number:	Recorded Date:	“After the presentation, I feel more comfortable talking to my kids/students about healthy relationships”	“After the presentation, I know where to find at least one resource for parents to help talk to kids about healthy relationships”
1	11/18/21		
2	12/6/21	3	5
3	1/13/22		
4	2/10/22	5	5
5	2/10/22		
6	2/14/22	5	4
7	2/14/22	5	5
8	2/14/22	5	
9	2/14/22	5	5
10	2/14/22	5	5
11	2/14/22	5	4
12	2/14/22	4	5
13	2/14/22	5	4
14	2/14/22	3	4
15	2/14/22	5	5

²³ The respondents’ option for this question was a graphical slider of a human face with a scale range of 1 to 5 where a “very sad” face corresponded to 1 and a “very happy” face corresponded to 5.

²⁴ The respondents’ option for this question was a graphical slider of a human face with a scale range of 1 to 5 where a “very sad” face corresponded to 1 and a “very happy” face corresponded to 5.

16	2/14/22	5	5
17	2/14/22	5	5
18	2/14/22	5	5
19	2/14/22	5	5
20	2/14/22	5	4
21	2/14/22	4	5
22	2/14/22	5	5

Another key survey indicator question for this training session is whether attendees can identify the traits of a healthy relationship and, alternatively, the traits of an unhealthy relationship.

Sixteen respondents (approx. 73%) were able to recall at least one sign of a healthy relationship. Fifteen respondents (approx. 68%) were able to recall at least one sign of an unhealthy relationship.

Based on these results, it appears that 73% of attendees are learning how to identify the traits of a healthy relationship and 68% of attendees are learning how to identify the traits of an unhealthy relationship. While the first number is encouraging, the second number is not. If there is a reason why attendees are having difficulty recalling the information, now is the time to address it.

Respondent number:	Recorded Date:	“What is one sign of a healthy relationship?”	“What is one sign of a relationship that is NOT healthy?”
1	11/18/21		
2	12/6/21		
3	1/13/22		
4	2/10/22	Happy	Sad 😞 frustration!! Emocional
5	2/10/22	La comunicación	No ablar con tus hijos
6	2/14/22	Independence	
7	2/14/22	Helping	Not apologizing
8	2/14/22		Bad behavior
9	2/14/22	Good behavior	Bad behavior
10	2/14/22	Independence	Isolation
11	2/14/22	When you give each other space and respect	When there is violence or abuse
12	2/14/22	Communication	
13	2/14/22		
14	2/14/22	Trust and honesty	Abuse
15	2/14/22	Talking to my kids	

16	2/14/22		Abuse
17	2/14/22	Communication	A controlling relationship
18	2/14/22	Compromise	Verbal abuse
19	2/14/22	When kids have a good relationship with their parents	Physical or psychological abuse
20	2/14/22	When there is love, respect, And understanding	When kids get rebellious and yell and scream
21	2/14/22	Good treatment	Verbal abuse of friends
22	2/14/22	Shared likes and time	When they can't spend time together

Another key indicator as to how attendees feel about the training sessions is whether they would recommend it to peers.

When presented with the question: “I would recommend this presentation to a friend”, 17 respondents (approx. 78%) responded with a score of “4” or “5”.²⁵ Five respondents (approx. 23%) did not answer the question.

Based on these results, it appears that almost 80% of attendees feel satisfied enough with the presentation content and delivery that they would recommend it to others. This is a very positive result.

Respondent number:	Recorded Date:	“I would recommend this presentation to a friend”
1	11/18/21	
2	12/6/21	
3	1/13/22	
4	2/10/22	5
5	2/10/22	
6	2/14/22	5
7	2/14/22	5
8	2/14/22	5
9	2/14/22	5
10	2/14/22	5
11	2/14/22	4
12	2/14/22	5

²⁵ The respondents’ option for this question was a graphical slider of a human face with a scale range of 1 to 5 where a “very sad” face corresponded to 1 and a “very happy” face corresponded to 5.

13	2/14/22	5
14	2/14/22	4
15	2/14/22	5
16	2/14/22	5
17	2/14/22	5
18	2/14/22	
19	2/14/22	5
20	2/14/22	5
21	2/14/22	5
22	2/14/22	5

Demographics:

LGBTQ+

Seventeen people (approx. 77%) did not answer the question. Three respondents (approx. 14%) said they were NOT LGBTQ+. One respondent (approx. 5%) selected “Unsure” and one more respondent selected “Prefer not to answer”.

AGE

Twelve respondents (approx. 55%) were above the age of 36 years. Two respondents (approx. 9%) were between the ages of 25 and 35 years. Four respondents (approx. 18%) were between the ages of 18 and 24. Four respondents (approx. 18%) did not answer the question.

GENDER

Ten respondents (approx. 45%) identified as “Woman” or “Female”. Seven respondents (approx. 32%) identified as “Man” or “Masculino”. Five respondents (approx. 23%) did not answer the question.

Respondent number:	Recorded Date:	Your Gender	“After the presentation, I feel more comfortable talking to my kids/students about healthy relationships”	“After the presentation, I know where to find at least one resource for parents to help talk to kids about healthy relationships”
1	11/18/21			
2	12/6/21		3	5
3	1/13/22			
4	2/10/22	Female	5	5
5	2/10/22	Masculino		
6	2/14/22	Woman	5	4

7	2/14/22	Woman	5	5
8	2/14/22	Man	5	5
9	2/14/22	Man	5	5
10	2/14/22	Woman	5	5
11	2/14/22	Woman	5	4
12	2/14/22	Man	4	5
13	2/14/22	Woman	5	4
14	2/14/22		3	4
15	2/14/22		5	5
16	2/14/22	Man	5	5
17	2/14/22	Woman	5	5
18	2/14/22	Man	5	5
19	2/14/22	Man	5	5
20	2/14/22	Woman	5	4
21	2/14/22	Woman	4	5
22	2/14/22	Woman	5	5

RACE/ETHNICITY

Fifteen respondents (approx. 68%) identified as “Latino/Hispanic”. One respondent (approx. 5%) identified as “Black, African American” and one respondent (approx. 5%) identified as “Middle Eastern and North African, African (any country)”. Five respondents (approx. 23%) did not answer the question.

Appendix L: Doorways Prevention Program Partner Feedback Survey

Who was this presentation intended for?

- Parents
- Service Providers
- Youth (age range)
 - Free text entry
- Other
 - Free text entry

Do you think the presentation met its intended purpose?

- Yes
- No (how can we improve it?)
 - Free text entry
- Unsure

Have you coordinated presentations on these topics in the past with other organizations?

- Yes
- No

How does Doorways compare to other organizations you've worked with in the past?

- Doorways was better
- Doorways was worse
- Doorways was comparable to other organizations
- N/A

Do you see a need for more educational programming on these topics?

- Yes
- No
- Unsure

What is something you liked about the Doorways presentation?

- Free text entry

How would you rate the Doorways presentation in general?

- Graphical slider with grades ranging from: A+ to F (12 scale)

How easy was it to contact and coordinate with Doorways to request a presentation?

- Very easy
- Easy
- Neither easy nor difficult
- Difficult
- Very difficult

Would you be interested in partnering with Doorways again to provide similar training?

- Yes
- No
- Unsure

Would you be interested in partnering with Doorways to implement other types of training?

- Yes (what kinds of training would you be interested in?)
 - Free text entry
- No
- Unsure

If you could provide any additional feedback to the facilitators, what would it be?

- Free text entry

If you'd like to provide your name and/organization, please do so below:

- Free text entry

Doorways Prevention Program Partner Survey

Goal: Learning how to provide guidance to young people entering/in relationships
Data export: 3/13

There were three complete survey responses recorded over two dates: November 15th, 2021, and November 17th, 2021.

The purpose of the partner survey was to ensure that partner organizations understand Doorways lessons and to provide feedback about how the programs/implementation might be improved for future sessions.

The first set of questions relates to the administrative data. All organizations were targeting youth with this training. They rated Doorways as comparable or better than other groups and all respondents noted how it was “Very easy” to coordinate the training. One respondent failed to answer two questions.

Respondent number:	Recorded Date:	Who was this presentation intended for? - Selected Choice	Have you coordinated presentations on these topics in the past with other organizations?	How does Doorways compare to other organizations you've worked with in the past?	How easy was it to contact and coordinate with Doorways to request a presentation?
1	11/15/21	Youth	No	Doorways was comparable to other organizations	Very easy
2	11/15/21	Youth	No	Doorways was better	Very easy
3	11/17/21	Youth			Very easy

Three questions related specifically to the substance of the presentation. All three respondents (100%) believed the session met its objectives and all three rated the presentation with either an “A” or “A+”.²⁶ Two of the respondents (66%) asked for more programming related to the topics presented.²⁷

²⁶ A graphical scale provided allowed for a letter grade from “A+” to “F”

²⁷ One respondent failed to answer the question

Respondent number:	Recorded Date:	Do you think the presentation met its intended purpose? - Selected Choice	Do you see a need for more educational programming on these topics?	How would you rate the Doorways presentation in general?
1	11/15/21	Yes	Yes	"A"
2	11/15/21	Yes	Yes	"A+"
3	11/17/21	Yes		"A"

The partners are also interested in partnering with Doorways in the future. All three respondents (100%) want to work with Doorways to provide similar training and would be interested in developing other training as well.

Respondent number:	Recorded Date:	Would you be interested in partnering with Doorways again to provide similar training?	Would you be interested in partnering with Doorways to implement other types of training? - Selected Choice
1	11/15/21	Yes	Yes
2	11/15/21	Yes	Unsure
3	11/17/21	Yes	Yes

The respondents were also provided the opportunity to provide open-ended feedback about certain factors.

What is something you liked about the Doorways presentation?

Respondent 1: "Creative eye catching slides and the activities that the students did."

Respondent 2: "I love the level of collaboration Doorways is willing to foster."

Respondent 3: "We did a virtual presentation, and I liked that the presenter (Scotney) had some different mediums to show - videos, slinko? answering questions on whiteboard, using chat. It was a nice way to get our teens to interact when they are usually quiet."

Would you be interested in partnering with Doorways to implement other types of training? – Yes (What kinds of training would you be interested in?) – Text

Respondent 1: "Social media literacy

How to speak to teens about friendships and relationships”

Respondent 2:BLANK

Respondent 3: “We are interested in using doorways to provide family engagement to parents. A lot of the topics are very interesting, so we have plans to try some new topics like healthy dating”

If you could provide any additional feedback to the facilitators, what would it be?

Respondent 1: “The presentation was great! Very creative and interactive. For future presentations with a younger audience (1st grade - 5th grade), perhaps tailor the activities to the younger ones - maybe there can be different forms based on their grade level such as 1st - 2nd get a different form than 3rd-5th grade. The activity was very fun, some students just needed extra support.”

Respondent 2: “None needed. The facilitators are top notch.”

Respondent 3: “Scotney was great to work with because she was easy to communicate with. She was well prepared and organized and helped move the presentation along at a good pace.”